ANDOVER

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PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS 01810-4161 (978) 749-4050
www.andover.edu

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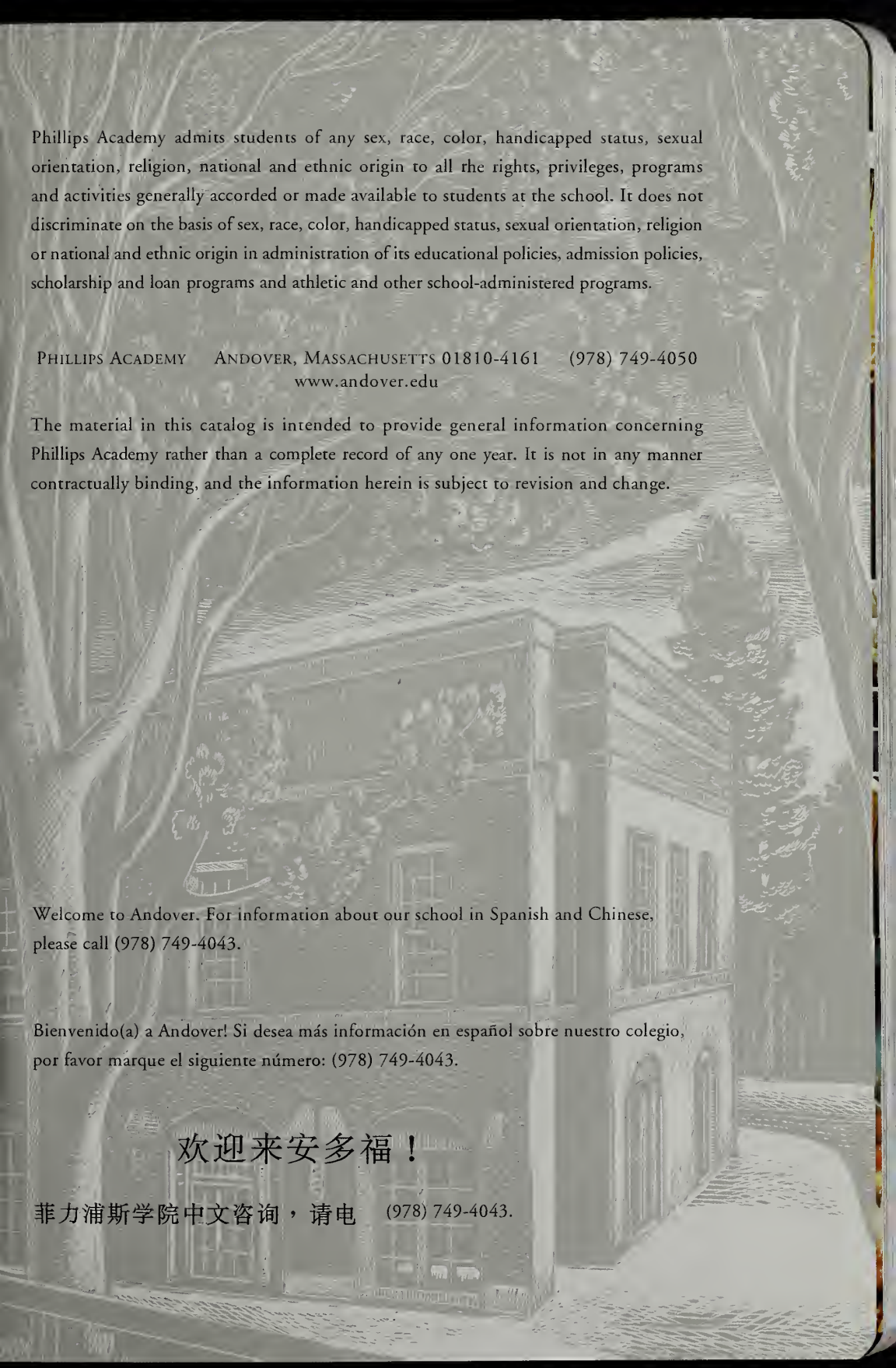

Welcome to Andover. For information about our school in Spanish and Chinese, please call (978) 749-4043.

Bienvenido(a) a Andover! Si desea más información en español sobre nuestro colegio, por favor marque el siguiente número: (978) 749-4043.

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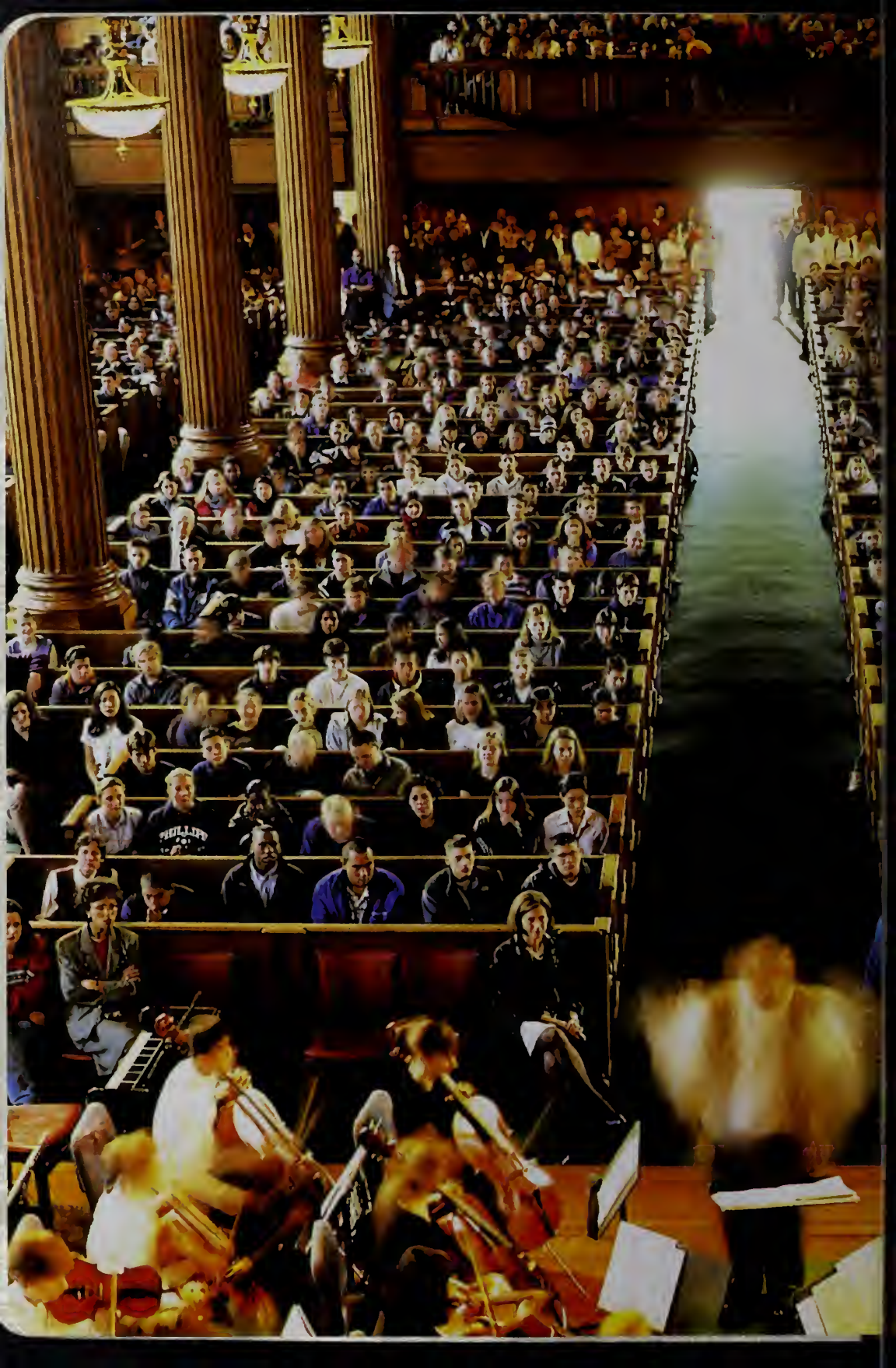

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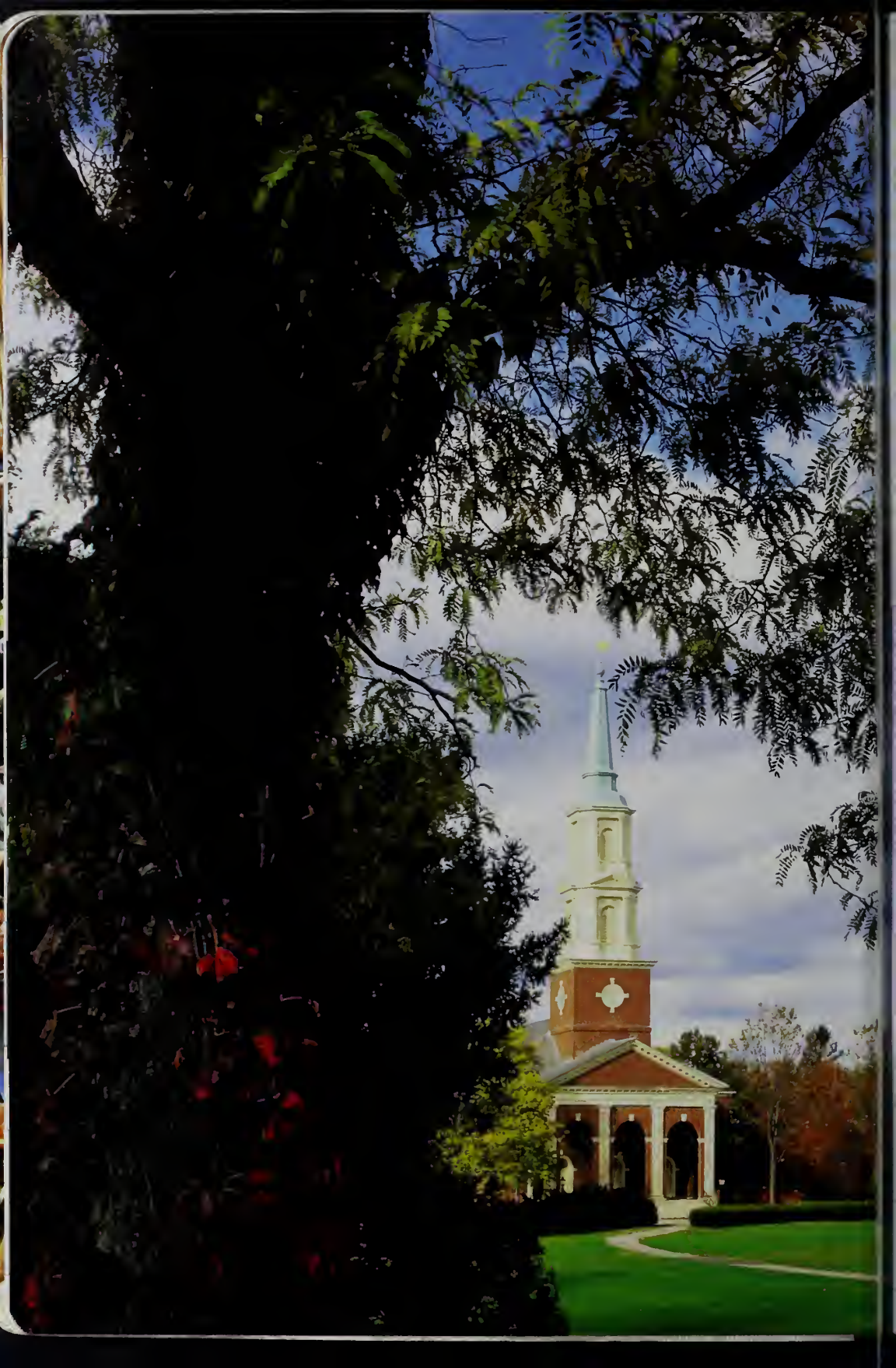


PART ONE: WELCOME TO ANDOVER

"I heard this absolutely wonderful story about a young man from a rural area in Oregon, Jeremy Kurzyniec, whose seventh-grade teacher noticed how bright and capable he was, and how interested in learning. The teacher followed Jeremy's progress, told him and his parents about Andover, and helped get Jeremy an application. It turns out the teacher was an Andover graduate, as were his father and grandfather.

"Meanwhile, in East Los Angeles, a school counselor was impressed in much the same way with a student named Diana Lopez. Diana's family, though, didn't want her to go to a school so far away from home. But the family listened to the counselor and visited Andover, and after a day or two on campus, Diana's father said, 'OK. Now I want to go too.' Diana loves languages. She's studied Spanish and now Italian. I think about the diversity in just those two students, who had never heard of this place—and the impact of two teachers who care about young people."

—Barbara Landis Chase, Head of School

"The idea of leaving home four years early can be nerve-wracking for some, especially those who come from long distances, but it is well worth it. Attending boarding school has been one of the greatest experiences of my life. I have learned so much, not just in the classroom, but on the playing field and in the dorm. It is not for everyone, as it takes responsibility, but I wouldn't trade it for any other school experience."

—J. Cranston Gray III '02, Columbia, S.C.

GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase

In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 224-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience our community as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto *non sibi,* which means "not for one's self." These ideals have created a shared culture of respect for and service to others that has endured for two centuries. Today, a $7.8 million financial aid budget helps to make those ideals a reality. Students at Andover do indeed come "from every quarter" of the globe and of society. They come together to immerse themselves in activities that are not available at most other secondary schools: Students may study Chinese, organic chemistry, or architecture, for example, or they may participate in world-class math competitions, manage an FM radio station, perform in a jazz band, or act in a theatre production under the direction of a Broadway playwright. In all these endeavors, Andover students are guided by faculty

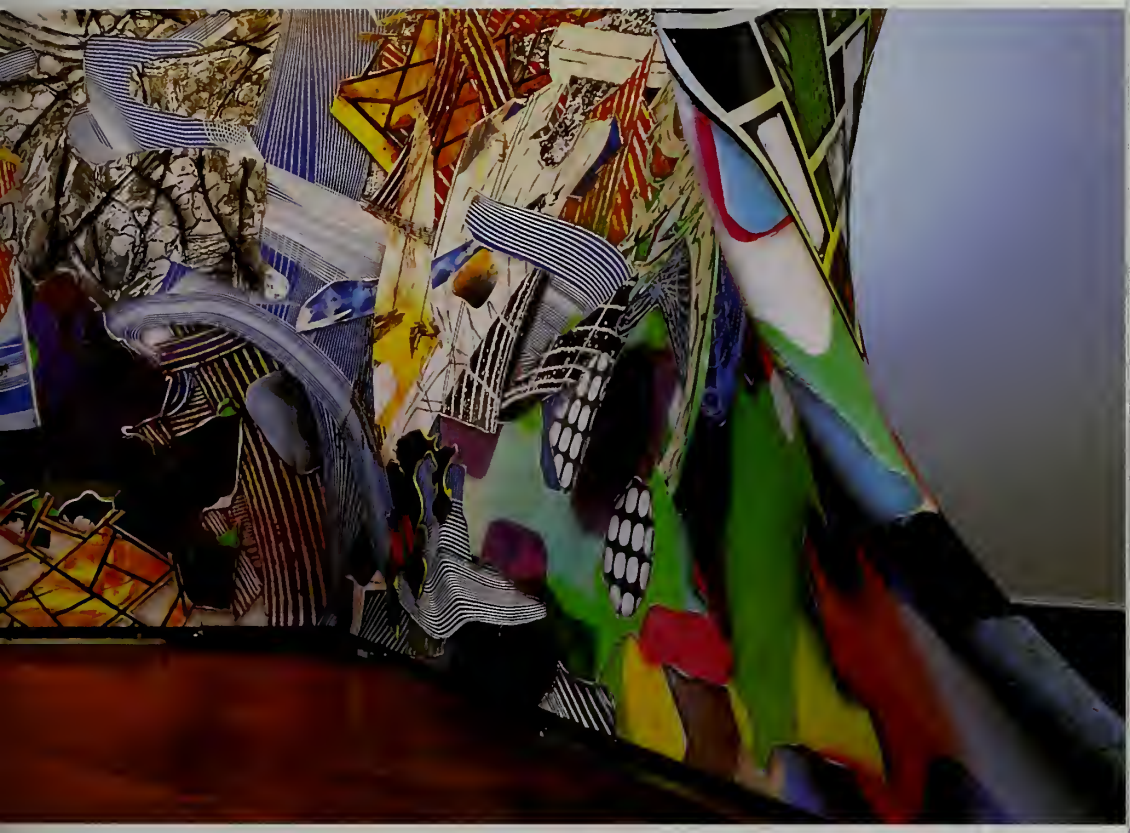
members who are extremely talented and productive in their fields of expertise. They are athletes, poets, scientists, musicians, authors, linguists, historians, mathematicians, and, above all, mentors to their students.

In recent years, Andover has been working to develop its programs in student support to ensure students get the most out of our rich academic and extracurricular offerings. We have been gradually reducing the size of the school from 1,180 students to 1,050 students, and we have built faculty apartments in a number of larger dormitories to lower the residential student-teacher ratio from 20:1 to 12:1. We have adjusted the daily schedule to allow each course one double class period each week and to allow more time for advising. We have bolstered the development of reading and writing skills by restructuring the ninth- and 10th-grade programs, and, at the same time, teachers have been collaborating on new interdisciplinary courses that offer exciting opportunities for the cross-pollination of ideas. Underpinning the academic and residential life at Andover is an intentionally redundant network of overlapping policies, programs and services that provide psychological, medical and spiritual support for the developing adolescent.

I join the entire community in welcoming you to Phillips Academy. Some of you will spend time on campus, while others may come to know the school only through this catalog and an interview with a representative alumnus or alumna, but all of you will become, for a moment at least, an important part of the school and its long tradition. Welcome.

"At Andover there is something for everyone. Making the most of Andover largely depends on finding your niche. I've found mine debating in the Philomathean Society. It has not only built up my public speaking skills, but I've become more confident in voicing my thoughts and ideas. Coming to Andover has a way of doing that one way or another."

—Smita Singh '01, Naperville, Ill.



"For me, one of the greatest things about Andover would have to be the student-faculty relationship. Faculty members not only are intelligent and insightful, but also strive to help all of their students succeed by offering extra help during conference period and other times as well. Faculty members are really interested in being a friend as well. They are not just here to present material, but also to reinforce concepts and really help you learn ideas, not just get a good grade."

—Stephen Fee '03, Atlanta, Ga.

The school colors are blue and white, and the mascot is a gorillo named Gunga.

INTRODUCTION

Jane Foley Fried, *Dean of Admission*

Applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admission process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.

HISTORIC TIMELINE

The town of Andover, Massachusetts, is incarporated in **1646**.

On **April 21, 1778**, Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. Now the oldest incarporated boarding school in the nation, Phillips Academy at the outset accepted boys of varying

ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.

In Phillips Academy's first class of **1778** is six-year-old Josiah Quincy, who grew up to be the mayor of Boston and president of Harvard.

In **1780** 8 a.m. devotional exercises are required of all students.

Andover is a coeducational boarding school for students in grades nine through 12 and postgraduates. We welcome approximately 190 ninth-graders, 60 10th-graders, 25 11th-graders, and 30 one-year seniors (12th-graders and postgraduates) each year. The admission process begins with the Preliminary Application located in the pocket at the back of this catalog along with our campus map.

Andover is a unique school, and this catalog is quite unique as well. From the voices of the faculty and students and the resources of the academy's archives and museums, we've created text, graphics and also a timeline, beginning on the previous page, of notable moments in the school's history. Along with this catalog you'll receive the companion *Course of Study* book, which describes our 300 academic courses in detail. Together, these documents should give you a good sense of Andover's rich history, exceptional program and community spirit. We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you.

If you are able to come to campus for an interview, please visit us in the new Shuman Admission Center. This historic colonial home reopened for visitors in July 2000. (See page 176 for directions.)

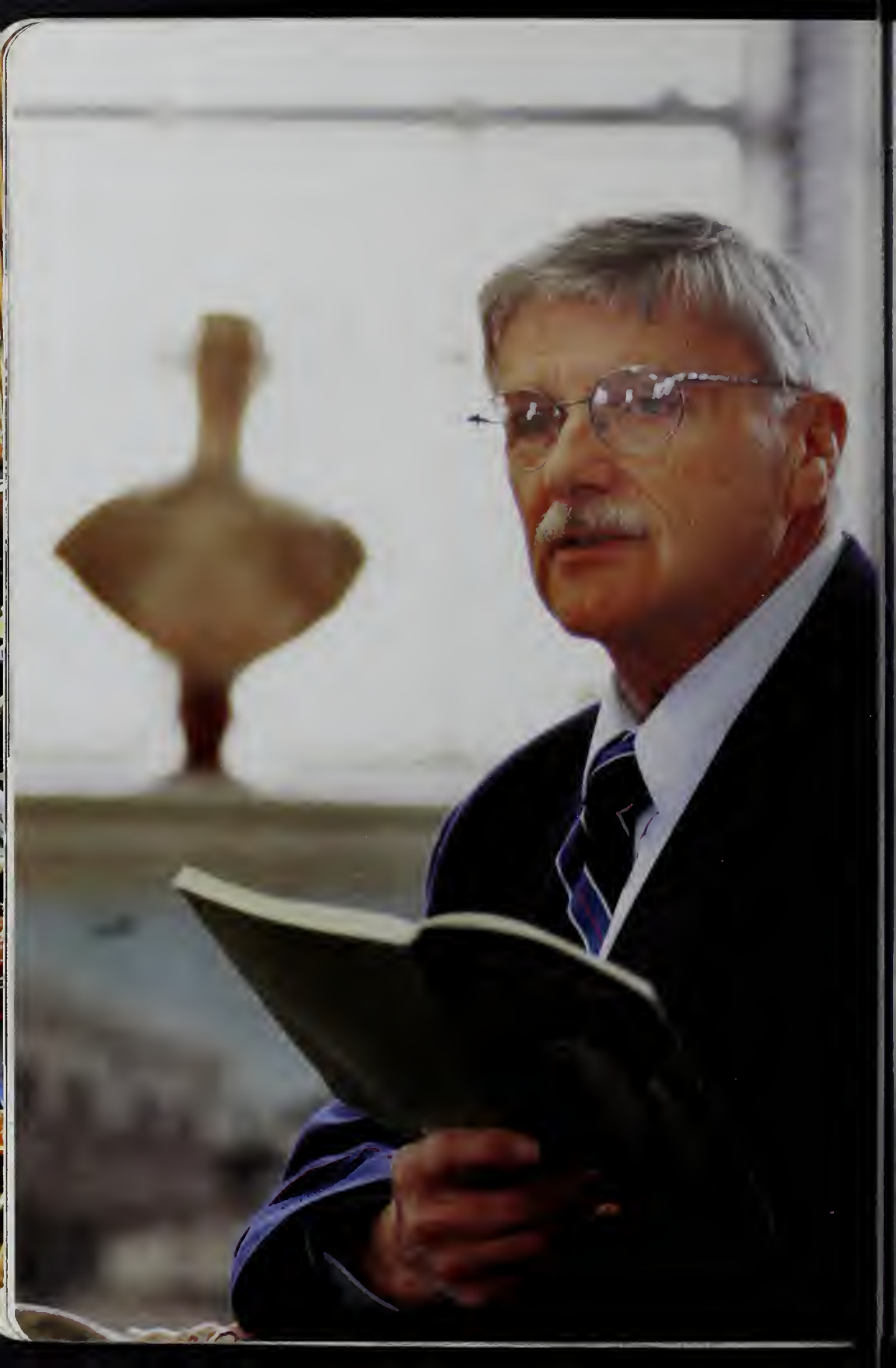
ANDOVER

The school's name is Phillips Academy, but most people call it Andover, the name of the picturesque town in northeastern Massachusetts in which the school is located.

A year after Harvard does, Andover adds French to the curriculum in **1781**.

In **1781**, Phillips Exeter Academy is founded by John Phillips, Samuel Phillips' uncle.

Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned in **1782** to make the Phillips Academy Seal. Around the symbol of a rising sun and a hive of industrious bees, he engraves the educational faith of Andover's founders—"The end depends upon the beginning." The founders' religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal, *non sibi*, meaning "not for one's self."



STATEMENT OF PURPOSE

Phillips Academy, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge and thinking critically, creatively and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically and morally, so that they may lead responsible and fulfilling lives.

The academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class and sexual orientation. In its programs the school seeks to promote a balance of leadership, cooperation and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak . . . yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, *voted by the faculty in winter 2000, reaffirms the academy's goals set forth in the* Constitution *of 1778.*

In 1783, Howell Lewis, o Virginian, is one of the first odventurous students from outside of New Englond to ottend Phillips Acodemy. He was the nephew of George Woshington.

President George Woshington stops ot Phillips Academy in **1789** during his tour of New Englond. Washingtan oddresses the school ond holds on informol reception, which he ottends on horsebock.

ELIPHALET PEARSON

30

Roll the round century's fourscore years away.
Call from our storied past that earliest day
When great Eliphalet (I can see him now,–
Big nose, big frame, big voice, and bustling brow),
Once young Eliphalet – ruled the rows of boys
In homespun gray or old-world corduroys,–
And, save for fashion's whims, the benches show
The self-same youths, the very boys we know

The boys who took their places on the hard benches in the old joiner's shop were not harassed by the intricacies of a complex curriculum, or by the problem of choosing among seductive optional courses. The schedule of work prepared by Preceptor Pearson included only Latin, Greek, a little – a very little – mathematics, and some reading in religious treatises. They complained of being obliged to get by heart passages from Chee–, or *Short Introduction to the Latin Tongue*, one of the standard textbooks. Much of this, as he confessed, he was unable to understand. [illegible], though ready, was not tenacious, and the rule being that there was no advance until the first book was conquered, I was kept in Cæ[illegible]

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

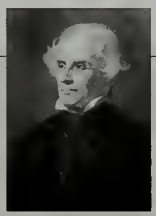
On April 21, 1778, the *Constitution* of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in their constitutions: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' bargain was realized anew as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. "*Finis origine pendet,*" the academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre
Instructor in English and Theatre
Abbot Academy
Phillips Academy

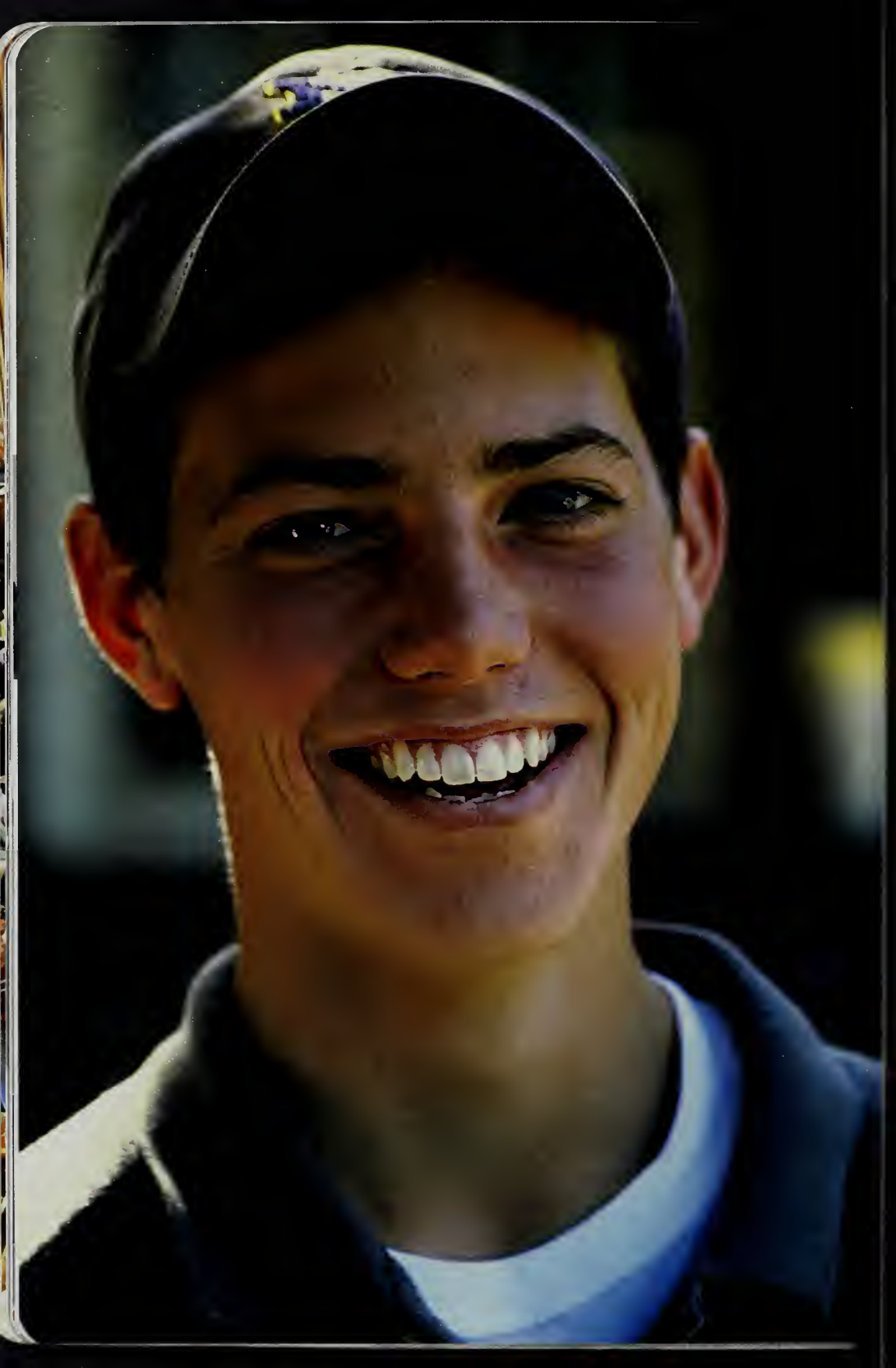
Eliphalet Pearsan is Phillips Academy's first headmaster.

In **1789**, the first schalarships fram Jahn Phillips are recarded "in consideratian af further pramating the virtuaus and piaus educatian af Yauth."



Samuel F.B Marse, inventar af the telegraph and ariginatar af the Marse Cade, graduates in the class af **1805**.

In **1805** the initial instructian in writing, music, and the rudiments af mathematics are required.



The PHILLIPIAN

14

CAMPUS

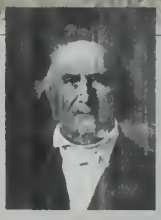
Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Mass., about 21 miles north of Boston and about the same distance west of Salem, Gloucester and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 150 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library and the Robert S. Peabody Museum of Archaeology.

[A map of the campus can be found in the pocket at the back of the catalog.]

RESOURCES

The school's endowment of approximately $535 million (as of June 30, 2000) supports student scholarships and tuition, maintenance of the campus, academic programs and the academy's faculty. Among the school's resources are 568 dormitory rooms, 95 classrooms, an astronomical observatory, more than 200 computers, a video and electronic imaging center, language and music laboratories, a licensed FM radio station, 10 extensive science laboratories, an 80-acre bird sanctuary, 35 art and music studios and practice rooms, a state-of-the-art theatre complex, three gymnasiums, two swimming pools, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track and a covered hockey rink.

In **1808**, the Andover Thealogical Seminary is founded on property adjoining Phillips Academy.



Headmaster John Adams adds the study of Thucydides and Heradatus to the curriculum in **1810**.

In **1811**, William Gaadell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.

THE FACULTY

Andover has 218 full-time and part-time faculty members who hold, among them, 37 Ph.D. and 120 master's degrees. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom, but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness and ability to make moral decisions. Because classes average only 14 students and the school's overall student/faculty ratio is 6 to 1, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,065 students, equal numbers of boys and girls, come from approximately 42 states and from 25 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's office of Community and Multicultural Development sponsors dozens of lectures, films, special programs and cultural celebrations throughout the year.

About 10 percent of the student body is internotionol.
Thirty-one percent of the student body is comprised of students of color.
About 40 percent of the student body receives need-based finonciol oid.

ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors.** As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower-middlers or lowers.** Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

11th-graders are called **upper-middlers or uppers.**

12th-graders and **postgraduates** are **seniors.**

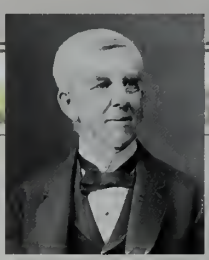
Much could I tell you thot you know too well;
Much I remember, but I will not tell;
Age brings experience; groybeords oft ore wise,
But oh! How shorp o youngster's eors ond eyes!

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

In **1814**, graduation ceremonies at the end of the year are instituted and Wednesday afternoons are reserved for declamations.

Bulfinch Hall, designed by Charles Bulfinch, is built in **1819**.

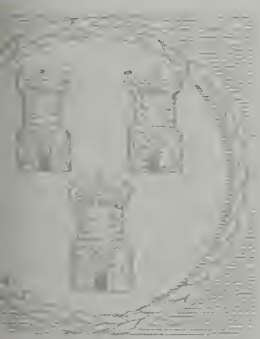
Discussion begins in **1820** on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek.



In **1825,** Oliver Wendell Holmes, poet, literary leader and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall," in his 1878 poem *The School-Boy.*

CLUSTERS: "COMMUNITIES WITHIN A SCHOOL"

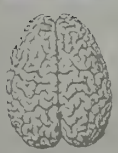
The cluster system of five "communities within a school," each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 200 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school as a whole, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities or interscholastic athletics.)



The five clusters, organized by the geogrophic locotions of their member dorms, ore Abbot, Flogstoff, Pine Knoll, West Quod North ond West Quod South.

The Blue Key

The Blue Key orgonizotion is in chorge of Andover's school spirit. Its members, energetic seniors, hove been known to point their foces vivid shodes of blue for the Andover-Exeter footboll gomes.



"Do femoles possess minds os copoble of improvement os moles?" is the subject of the **1827** Philomotheon Society debote.

On Moy 6, **1829**, Abbot Academy, one of the first educotionol institutions in New Englond to be founded for young women only, opens its doors. Founded by Sorah Abbot, it hos 70 girls in its first closs. The school thrives ond ultimotely merges with Phillips Academy in 1973. Its vision: "o commitment to bosic intellectuol troining ond morol guidonce, resistonce to possing foshion, ond—obove oll—o respect for the importonce of women in Americon society."

"Each part of the Andover campus holds something dear to me. Although I love many places on campus, the library ties everything together as a universal constant. The library feeds my imagination and fills me with knowledge of the past, present and future. I have always been enthralled with the magic of books."

—Danielle Li '98, East Brunswick, N.J.

The Teachers' Seminary at Phillips Academy is established in **1830** to provide general education for non-college bound students.

Samuel Francis Smith writes "America" (My Country, 'tis of Thee) in **1832** while living in the house on Main Street now known as America House. It has been used as a dormitory by the academy since 1919.

Frederick Law Olmstead, famed landscape architect and designer of Central Park in New York City, graduates in **1838**.

In **1840**, the cost of tuition for one term is $6.00, a fee "which is remitted to indigent students."

"Living in Hearsey House really defined my life at Andover. I don't know of another place where I could live with four other guys from such diverse places—Scotland, Wisconsin, Mississippi and New York. I left Andover with great friends. Mr. McGraw, my house counselor, taught me how to diversify my interests and broaden my priorities. He really changed my life."

— Michael Leamer '00, Manhattan Beach, Calif.

The Teachers' Seminary at Phillips Academy becames the English Department and caordinates with the Classical Department in **1842**.

In **1850,** the school's first gymnasium is faunded.

In **1852,** Calvin Stawe and wife Harriet Beecher Stawe arrive in Andover. He is a professar at the Andaver Theolagical Seminary and she has just finished writing *Uncle Tam's Cabin.* Harriet begins ta hald sacial events that are

criticized as leading ta "dissipatian far the students."

PART TWO:
UNIQUE CAMPUS RESOURCES

THE ADDISON GALLERY OF AMERICAN ART

In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum's holdings are acknowledged as a distinguished collection and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O'Keeffe, Jackson Pollock, Frank Stella (PA '54) and Andrew Wyeth.

Winslow Homer, *Eight Bells,* 1886, oil on canvas, Addison Gallery of American Art

The Addison makes available to Andover's students and to the public this extraordinary collection as well as nine or more exhibitions each year. In collaboration with The Studio Museum in Harlem, the Addison organized the groundbreaking exhibition *To Conserve a Legacy: American Art from Historically*

Black Colleges and Universities, which then traveled to 11 locations across the country.

The museum's education department arranges special classes, exhibitions and visiting-artist programs for Phillips Academy students to accompany their course work. Recently, students in the English and art departments worked with the Addison to produce *Writing on the Walls*, an exhibition and reading of student poetry. And, students, faculty and staff were subjects for the photographs of Nicholas Kahn and Richard Selesnick, an artist team who create imaginary archaeological expeditions.

Top: Roy DeCarava, *Graduation Day*, 1949, s
silver print, Addison Gallery of American Art.
Below: John Sloan, *Sunday Women Drying Th*
1912, oil on canvas, Addison Gallery of Amer

During a typically busy month at the gallery, classes studied 19th-century American history, art and literature through works by Hudson River School painters Frederic C. Church and Thomas Cole, and the birth of the American city through works by George Bellows and Edward Hopper. Photography and art students learned about composition and sequencing by studying 25 years of photographs by Nathan Lyons. Community service students led children in after-school workshops to explore the exhibition *Robert Mangold: Between Image and Object* and to make their own abstract collages. And thousands of students from public schools in Lawrence, the Merrimack Valley and the Greater Boston area visited the museum's exhibitions.

The first female head of Abbot Academy, Nancy J. Hasseltine, arrives in **1854**. She strengthens the curriculum and manages the school's business affairs. The July trustee report says, "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

The average is one faculty member for every 79 students at Phillips Academy in **1855**.

Richard T. Greener is the first African-American student to graduate from Phillips Academy, Class of **1865**. He goes on to became the first black graduate of Harvard.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet and wit, who was a member of the class of 1825. The building contains the academy's main collection of over 102,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. The library also subscribes to 300 current American and foreign-language serials, receives several daily newspapers from throughout the country and has an extensive retrospective periodical collection on microform. The OWL system, the library's automated catalog, also provides access to material at The Brace Center for Gender Studies, the Addison Gallery of American Art, The Robert S. Peabody Museum of Archaeology and the William B. Clift Jr. Record Library. Because of Andover's strong academic tradition, the library assumes the responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 85 hours each week to support student and faculty study and research, contains open stacks, seminar rooms, faculty research carrels and a number of classrooms.

Particular treasures in the Oliver Wendell Holmes Library are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes and one of the world's leading collections of Vergiliana.

My cheek was bare of adolescent down
When first I sought the academic town;
Slow rolls the coach along the dusty road,
Big with its filial and parental load;
The frequent hills, the lonely woods are past,
The school-boy's chosen home is reached at last.

From *The School-Boy*
by Oliver Wendell Holmes

Shimeta Neesimo leaves Japan as a stowaway on the ship *Wild Rover* for America. He is adopted by the shipowner, an Andover trustee, and takes on the name Joseph Hardy Neesima. In **1867**, Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesimo becomes the first Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Dashisha University, now the largest private university in Japan.

THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the museum is a repository of information where American history stretches back more than 12,000 years, a laboratory for active scientific inquiry, and a center for exploring ideas of community, culture and craft. An amateur archaeologist with a lifelong interest in Native American cultures, Peabody wanted to bring to students "the knowledge that such a science as archaeology exists" and to foster respect for the people who first inhabited this continent. For 100 years the Peabody has played a key role in the development of American archaeology. Now, the museum has re-emphasized its primary role as a teaching museum, serving Phillips Academy and the broader community. The collections, focusing on the indigenous cultures of the North Americas, include more than 700,000 artifacts from Paleo-Indian to the present day. The museum's programs and exhibitions reflect several goals, including teaching understanding and appreciation of human development and cultural diversity; exploring relationships between natural sciences and social sciences; studying and preserving the record of Native American cultures; and involving Native American people as partners in this work.

THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of issues related to gender and so enhances and strengthens Andover as a coeducational institution. The center sponsors lectures, films and forums on adolescent growth and development and the influence of gender on individual achievement. It houses an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Presentations have included, among others: "Simone de Beauvoir: *The Second Sex* at 50, Coeducation at 25"; "Cracking the Morse Code: Deciphering Patterns of Enrollment and Success in Mathematics at Phillips Academy"; "Identity: An African-American View"; and "Innovations in Music Education: The Contributions of Julia Crane and Eleanor Smith."

The formation of the Abbot Alumnae Association occurs in **1871** upon the suggestion of Miss Phebe McKeen.

In **1871**, "uncle" Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service.

Modern foreign languages are introduced into the classical department in **1872**.

In **1873**, the Abbot *Courant* is founded as Abbot's history and literary magazine.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is an 80-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird watchers, cross-country runners, mountain bikers, cross-country skiers and the academy's Search and Rescue program.

"To sit with o poir of binoculors ond not heor ony motors ot oll, no noise pollution, just the silence of the sonctuory, is quite incredible."
—Morc Koolen
Instructor in Biology

RESOURCES IN TECHNOLOGY

TECHNOLOGY

Andover's world-class computing facilities are staffed by professionals who provide assistance to students and faculty. Presently, a state-of-the-art fiber-optic computer network provides high-speed computer access to more than 70 academic, administrative and residential buildings on campus. Network access is available to all students through the dormitories and through public Technology Learning Centers (TLCs) with more than 200 computers. In addition to individual e-mail accounts and private, in-dorm phone lines with voice mail, each student has high-speed Internet access from his or her dormitory room. Andover's online Intranet community, PAnet, allows students, faculty and administrators to share ideas and work, to participate in online discussions and to post schedules. A Web-based system, PAnet can be accessed by students and faculty on or off campus via the Internet.

The arrival of Cecil F.P. Bancroft as headmaster at Phillips in **1873** marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to over 400 pupils.

In **1875,** the four-year Classical course is introduced at the school.

In **1877,** *The Phillipian,* the official student newspaper of the academy, is established. One of the oldest school newspapers in the country, it is still published every Friday of every school year.

PHILLIPS ACADEMY COMPUTER CENTER

The Phillips Academy Computer Center (PACC), located in the library's lower level, is the academy's primary computing facility. Open more than 70 hours each week, the PACC is available to students, faculty and staff for their individual use, while classes in nearly all academic subjects are held in the computer seminar rooms. An evolving hub of electronic technology, the PACC and its adjunct labs house over 120 Macintosh and IBM Pentium computers, all with Internet access, and contain a variety of other equipment, such as high-resolution scanners, color printers and high-speed laser printers. Technical staff provides assistance to users, and handouts or software manuals are available as references for every software package.

THE GEORGE WASHINGTON HALL THEATRE FACILITY

The Frances Young Tang Theatre is a highly sophisticated, 400-seat flexible courtyard theatre that can be reconfigured to accommodate proscenium, three-quarter or arena-style stagings. The theatre boasts a computerized light board and digital sound system, and is complemented by a second "black-box" theatre and a third classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop and two make-up and dressing rooms.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two multimedia classrooms that support DVD, VHS, dual slide projection, CD, video projection and Internet access as well as audio and video recording capability. The center also houses over 2,000 videotapes, laser discs and DVDs. Cassette recorders, LCD projectors, slide and overhead projectors, digital cameras, camcorders and microphones are available for student use. Kemper Auditorium has full satellite reception, DVD technology, 16mm projection, VHS, Laser disc and other video formats and Dolby Digital and AC-3 sound technology with a unified remote-control system for complete environmental control.

In 1878, Phillips celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration.

1878 marks the first year of the Andover-Exeter athletic competition. In November, Andover plays its first football game against Exeter *(and wins)*, beginning the long athletic rivalry between the two schools.

In June 1892, the first two women are elected to the Board of Trustees of Abbot Academy. They are Mrs. Frances Kimball Harlow and Mrs. Henrietta Learoyd Sperry.

THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Electronic Imaging Center is capable of importing, creating, manipulating and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 18 high speed G3 Macintosh computers, video servers, color printers, scanners, software packages designed for photo manipulation and processing, 50 camcorders, linear and non-linear professional editing systems and digital cameras.

THE LANGUAGE LEARNING CENTER

The Language Learning Center is the first all-digital language lab facility in the country, offering access through individual computer stations to real-time video and audio files as well as to data over the network. Teachers interact in each target language with individuals or groups of students using headsets and microphones. The Language Learning Center is the model for similar facilities being planned in colleges and universities throughout the country.

> "For language teachers and students, the big news is the Language Learning Center. It is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning."
>
> —Peter Merrill
> *Instructor in Russian*

THE WILLIAM B. CLIFT JR. RECORD LIBRARY

The William B. Clift Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center's integrated midi keyboards and computer technology, students are also able to compose and revise original musical pieces. The library's enormous collection of classical, rock and roll, blues, jazz, reggae, country and hip-hop music, plus musical scores, sound effects CDs, comic routines and much more is available to the entire campus.

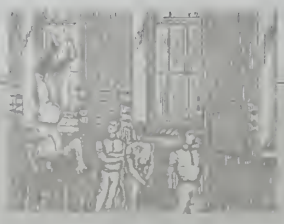
In **1893** Abbot introduces college prep courses and strengthens the classical studies program.

The year **1899** sees the first Abbot Field Day, when "young ladies gathered joyfully to take part in sports."

In **1901** at Phillips Academy . . . the required morning chapel begins at 7:50 a.m., a year's tuition is $100, and a student can generally expect to pay about $3.00 a week for food. Many students coming from a distance board with local families in the town of Andover for about $4.00 a week.

"When we hear the old story, that girls aren't as good in science as boys, we think, 'What are these people talking about?' That's just not true at Andover. In an advanced chemistry class, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic."

—Temba Maqubela, Instructor in Chemistry



The Borden Gymnasium is dedicated in **1902**.

The Robert S. Peabody Foundation of Archaeology Museum is opened in **1903**. Now the Robert S. Peabody Museum of Archaeology, it holds over 700,000 artifacts.

"My favorite part of Andover at this moment would be the community service that I do. It's Andover Chinese Culture Outreach; we work with families who have adopted children from China and we teach them Chinese and a bit about Chinese culture. So far this is the first year, and it has been so much fun working with the little kids—and the parents are great too."

—Helen Ho '01, Salem, N.H.

Brothers Field is completed in spring **1903**.

Field hockey is introduced at Abbot Academy in **1903** and the first competitive game is played a year later against Bradford Academy. By the 1940s, Abbot women will participate in field hockey, basketball, tennis, skiing, skating, gymnastics, softball, track, archery, lacrosse, horseback riding and dance.

The first Rhodes scholar, a farmer Phillips Academy student, is chosen in **1904**.

SCHOLARSHIP

PART THREE:
THE ANDOVER EDUCATION

THE FACULTY

In their commitment to their fields of expertise, and in their readiness to engage and guide their students, Andover's 218 faculty members create a vital and exciting atmosphere on campus. They challenge their students, yet are compassionate; they encourage mastery of detail and set high standards, yet they enable dreams to flourish. In classrooms and concert halls, on athletic fields and community service outings, in science laboratories and cyberspace, and over meals in Commons, Andover faculty instruct, encourage and inspire their students. Graduates often return to campus to speak of the affection and dedication Andover teachers brought into their lives, while the teachers take enormous pride in all that their students attempt and accomplish. Indeed, it is this generous and spirited exchange between those who want to learn and those who love to teach that makes this academy a special place for both faculty and students.

—Stephen Carter
Dean of Faculty

His wos the charm mognetic, the bright look
Thot sheds its sunshine on the dreoriest book;
A loving soul to every tosk he brought
Thot sweetly mingled with the lore he tought.

From *The School-Boy*
by Oliver Wendell Holmes

For a complete list of Andover's faculty and faculty emeriti/ae, please see page 161.

Andover's curriculum is designed to provide every student with a strong and broad foundation in the arts, humanities and sciences. During their years at Andover, students develop a wide range of basic skills and then, with the advantage of flexible planning and much choice, are able to reach as far as their strengths and talents will carry them. From their first days at the academy until graduation, students are supported by their adviser, a faculty member who in biweekly meetings helps them create, monitor and refine their course of study.

Andover's size permits extensive elective offerings, with courses beyond college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take seminars in existentialism and economics, build a magnetic levitation model train, perform in *The Nutcracker,* compose chamber music, produce a film, publish their poetry. The curriculum is at once broad and deep, demanding and flexible, prescribed and freely chosen. It creates excitement and enthusiasm for learning in both students and teachers alike.

The result is a dynamic program of education that is constantly renewing itself as we debate pedagogy and schedule, review offerings, revisit syllabi, develop new forms of assessment, integrate new technologies and seek to meet the needs of students with a variety of learning styles. Teachers and students model for each other a commitment to inquiry and performance that makes Andover truly a community of learners. The academic energy on campus is palpable.

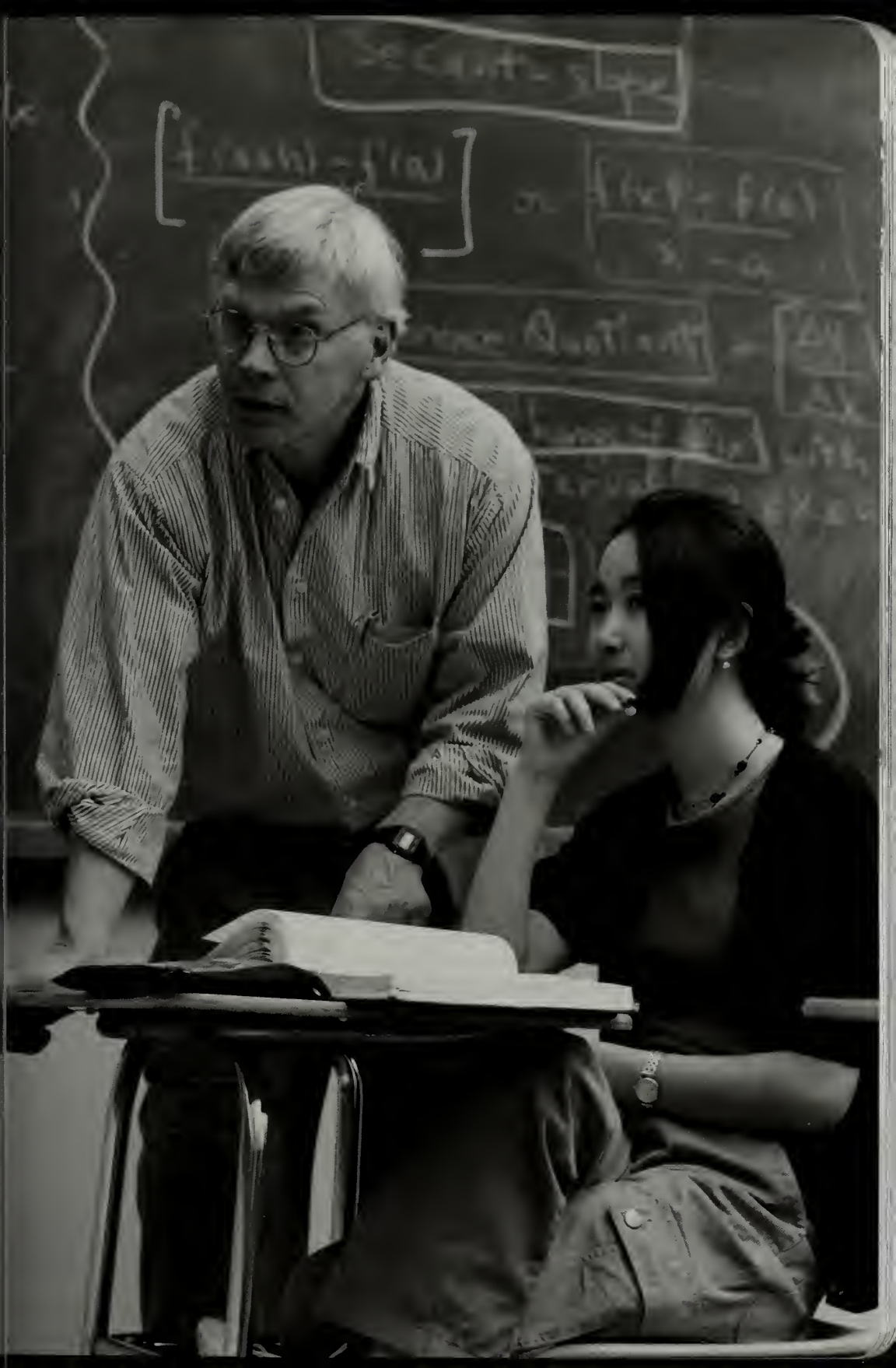
In this catalog, you will find information about each academic department and a list of courses offered; the courses and diploma requirements are described fully in the accompanying booklet, the *Course of Study.*

—Vincent Avery
Dean of Studies
Instructor, Department of Philosophy and Religious Studies

On June 13, **1905,** the trustees hold the first prom for the girls of Abbot Academy in the newly built Davis Hall.

In **1908,** Phillips Academy purchases the land and buildings of the Andover Theological Seminary, thereby greatly increasing the academy's resources and making new development possible. The seminary moves to Harvard University and subsequently on to Newton, Mass., to became the Andover-Newton Theological Seminary.

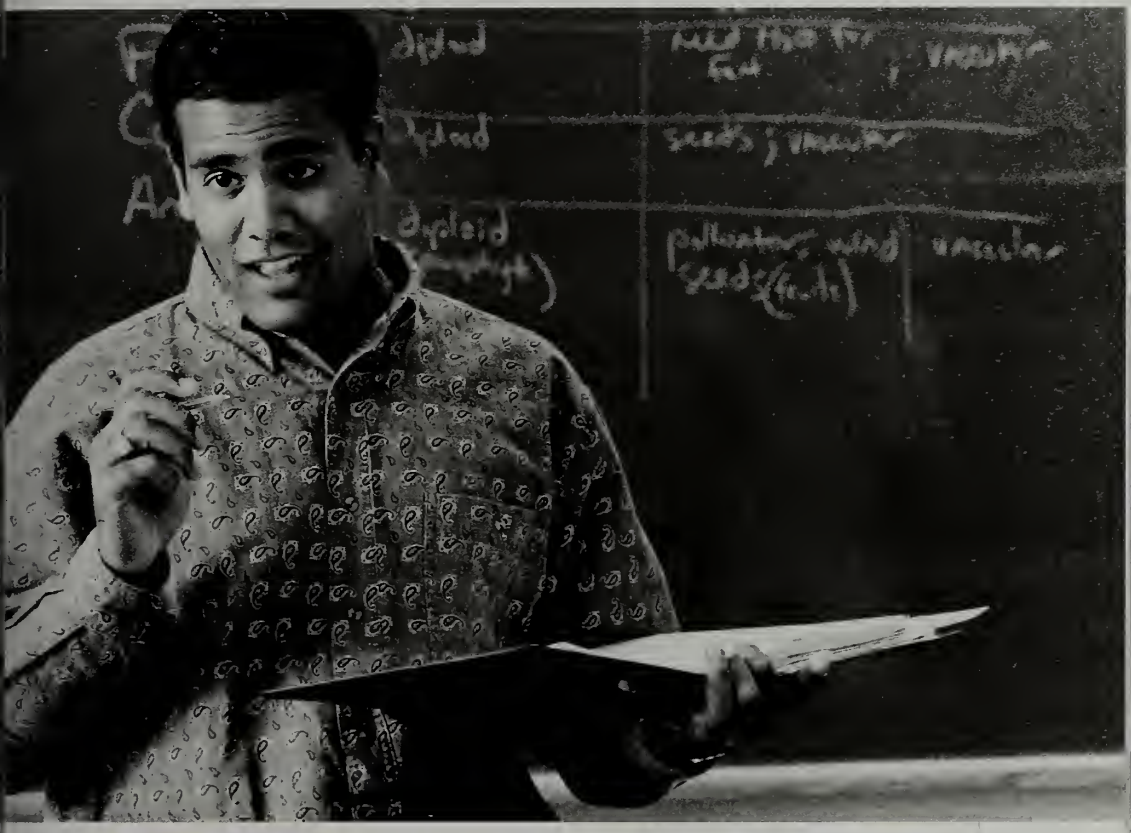
Negley Farson, a member of the Class of **1910,** describes Phillips Academy this way: "Andover was one of the purest, least self-conscious, utterly unpretentious democracies I have lived in anywhere on earth."



Initial placement in math, science and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.

Williams Hall is acquired in **1910** as a dormitary for ninth-graders.

Miss Bertha Bailey becomes headmistress of Abbot in **1912** and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at Abbot from China, Japan, Greece and Brazil.

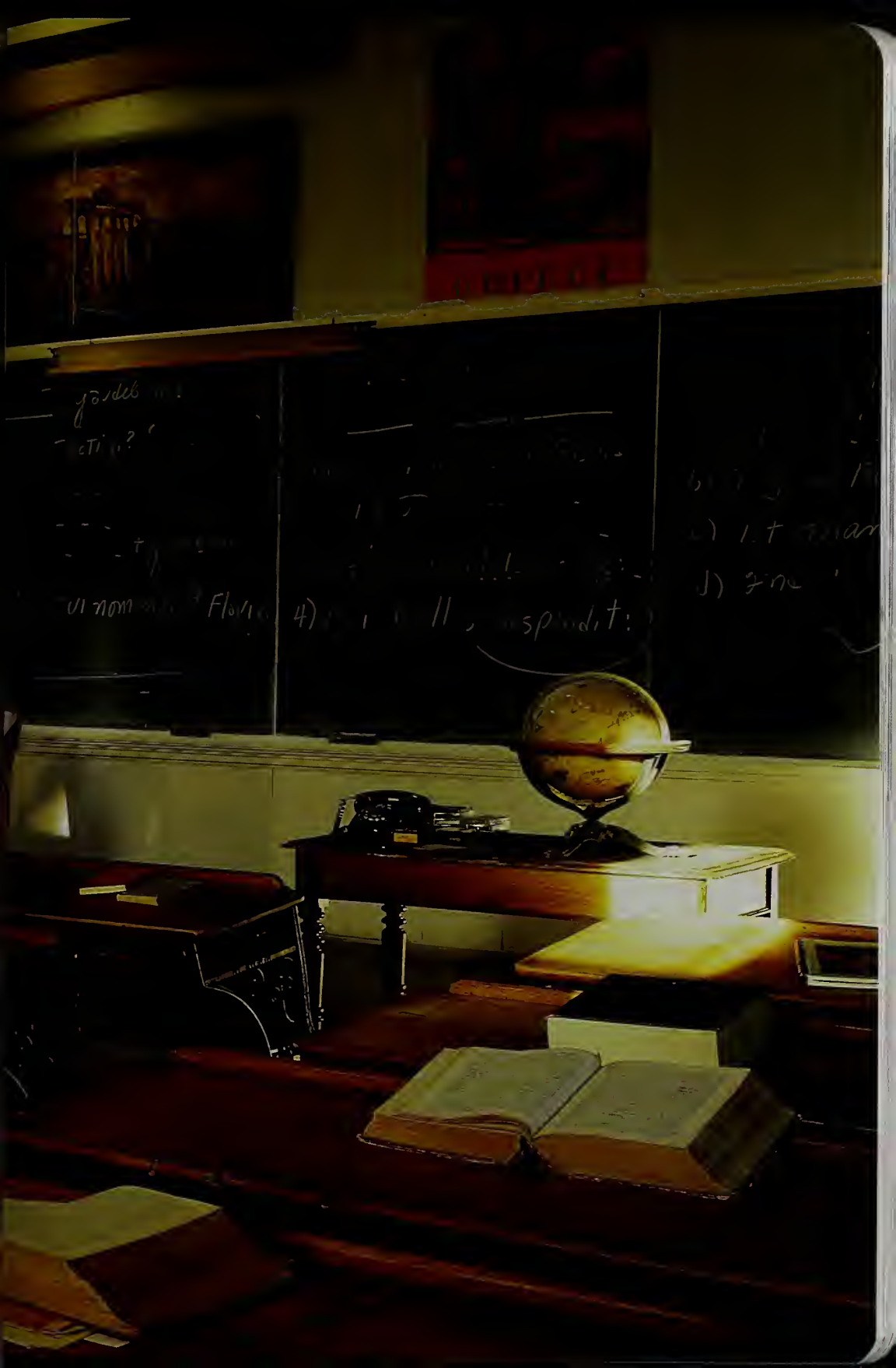


Each year, Andover's Endowed Lecture Fund brings distinguished speakers to campus. Guests have included three Nobel laureates: poet Seamus Heaney, dramatist and poet Derek Walcott and scientist James Watson. Also on campus for lectures and meetings with students were artist Frank Stella (PA '54); Pulitzer Prize-winning journalist Buzzy Bissinger (PA '72), Timberland's CEO Jeffrey Swartz (PA '78), Harvard professors Helen Vendler and Cornel West. Cellist Yo-Yo Ma, mezzo-soprano Denyse Graves and pop vocalist Bobby McFerrin have also presented concerts and performed with students on campus.

Benjamin Spock, future pediatrician, author and authority on child-rearing practices, graduates in the Class of **1921**.

The Memorial Bell Tower is constructed in **1923** in memory of Phillips Academy graduates who lost their lives in World War I.

EXIT



COURSE LIST

Visual Studies

Visual Studies for Juniors

Ceramics

Photography

Drawing

Three-Dimensional Design

Sculpture

Contemporary Communications

Video and Computer Animation

Computer Graphics

Painting

Printmaking

Architecture

Filmmaking

Rosebud: The Restless Search for an American Identity

The Vietnam Legacy in Literature and Film

Art History

Advanced Placement in Art

Art in the Community

ART

The art department courses involve students in the creative process and help them explore the relationship between seeing and thinking. The Visual Studies course is the cornerstone of the visual arts curriculum and teaches students that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm and color are topics for discussion and the focus of some basic assignments in drawing, photography and collage. Computer graphics and video projects are included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery. The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of nine practicing artists. Exposure to art faculty exhibitions and works in progress, along with access to the remarkable collection at the Addison Gallery of American Art, enhances the studio experience.

Work spaces in the Elson Art Center include a fully equipped wood and metal shop, painting studios, two complete photography labs, printmaking facilities, four video-editing rooms, an architecture studio, four visual-studies studios and a computer-graphics studio. The ceramics studio is in nearby Benner House.

The year **1930** sees a great deal of construction: The original library is completed and named after Oliver Wendell Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things, their lives would be immeasurably enriched." Today the gallery holds a collection by artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock and Frank Stella (PA '54).

A fifth level of English literature instruction is added at Andover in **1932**, focusing on British and American literature.

COURSE LIST

Etymology

Greek Literoture

Classical Mythology

Courses in Latin and Greek are listed under the Division of World Languages.

CLASSICAL STUDIES

Four full-time members of the classics department teach several elective courses in classical studies designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings. Students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. In Latin, the department employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

The Cachran Chapel, given by Thamas Cachran, Class af 1890, is built in **1932** and extensively renavated in 1998. A superb example af nea-Geargian architecture, the chapel cantinues taday as a gathering place far schaal events and as a center far a pluralistic religious cammunity.

In **1933,** Claude Fuess becames the 10th headmaster brings abaut curriculum revisians, emphasizing breadth and variety; faur years af histary are required in arder ta increase an awareness af the Western world; faur years af science are required; and art and music appreciatian courses are added ta the curriculum.

COURSE LIST

The Myth and the Journey
Writing to Read, Reading to Write
The Seasons of Literature
Shakespeare
Advanced Writing Workshops
Writing Through the Universe of Discourse
The Poet Muse: The Modernist Vision
James Joyce
Man and God
Literature of Two Faces
The Epic Poem
The Empire Strikes Back
Voices Within the Culture
Modern Drama
Rosebud: The Restless Search for an American Identity
Shakespeare on the Page and Stage
The Short Novel: Risk and Romonce
The Essential Gesture: A Study of Resistonce in Literature and Film
Creative Writing
Feasts and Fools: The Topos of the Festive Social Gothering
Writers in Depth: Hemingway and Fitzgerald
Images of Women
A Hard Rain: The Vietnam Legocy in Literoture and Film
Play Writing
Literoture of Travel
Milton and Paradise Lost
Women Writers in Reflection
History and the Novel
Modernism Across the 20th Century
Jewish Writers
Yeats and the Irish Tradition
Whot o Porodise it Seemed: The Literature of the Suburb
American Postoral Meets the Urban Melting Pot
Culturol Studies. Adopting Shakespeare
Literature ond the Natural World
The English Arcadia

ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In *English 100: The Myth and the Journey,* students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional.

In *English 200: Writing to Read, Reading to Write,* students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and

In 1935, an adult education program called the Andover Evening Study Program is sponsored by Phillips Academy.

In 1939, music lessons for credit are first offered at PA.

COURSE LIST

CHINESE

Beginning, Intermediate and Advanced Chinese

Stories in Modern Chinese

Communications in Modern Chinese

FRENCH

Beginning and Intermediate French

Le Village Français

The Novel

Film

Journalism

Short Stories

Theatre

French Civilization

The Non-European French World

French Literature

Advanced Conversation

History of France

Advanced Placement in Language

Advanced Placement in Literature

Modern Literature

GERMAN

Beginning, Intermediate and Advanced German

Advanced Placement Language

GREEK

Beginning, Intermediate and Advanced Greek

Iliad and Odyssey

History, Tragedy, Lyric

content in both their own writing and the writing of published essayists, poets, dramatists, novelists and short-story writers.

In *English 300: The Seasons of Literature,* students study the literature of tragedy, comedy, romance and satire, and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works, as those works reflect elements in critical literary history.

DIVISION OF WORLD LANGUAGES

A faculty of 26 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered are Chinese, French, German, Italian, Japanese, Russian and Spanish. Emphasis is on the spoken word, and the target language is the basis for all communication in the classroom. The learning of skills in the first two years leads to a third year of grammar review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized

In the mid-to late **1940s,** war-related courses are added to the curriculum, including navigation and meteorology.

areas. At all levels of study, students supplement their course work with videotapes, audio tapes and computers in the Language Learning Center and with such activities as theatrical performances, radio shows, cultural festivals, language tables in the dining room, visits by performing groups and occasional trips to special events in Boston and at nearby schools and universities.

ITALIAN

Intensive Intraductary Course far Seniars

JAPANESE

Beginning,Intermediate, and Advanced Japanese

LATIN

Intraductian ta Latin

Ovid, Apuleius

Petranius, Catullus, Vergil

Camedy, Biagraphy and Epic

Advanced Epic, Lyric and Prase

Advanced Placement in Literature

Advanced Placement in Vergil

RUSSIAN

Beginning and Intermediate Cantemparary Russian

Canversatian and Campasitian

Campasitian and Russian Classical Literature

The Russian People: Their Heritage and Literature

SPANISH

Beginning and Intermediate Spanish

Intensive Language Practice

Readings in Spanish

Spanish far the Bilingual

Canversatian and Campasitian

Current Events; Videa

Cantemparary Spanish and Spanish-American Literature

Spanish and Spanish-American Cinema

Intraductian ta Spanish Literature

Advanced Placement in Literature

Advanced Placement in Language

Majar Warks in Spanish and Spanish-American Literature

The Hispanic Presence in the U.S.

A Literacy Pragram: Teaching and Learning in a Hispanic Cammunity

Students are urged ta cansider appartunities, spansared by Andaver ar by ather schaals, ta live and study abraad, which are described an page 74. Thase interested in pursuing twa languages shauld cansult with the head af the divisian.

In upper-level caurses, students can prepare far Advanced Placement examinatians in language and literature and can qualify ta take advanced caurses when they enrall in college. Superiar students may carry aut independent projects under careful guidance, ar they may enrall in a past-Advanced Placement caurse. An intensive intraductary caurse in Italian is affered far seniars. All ather languages affer intraductary and intermediate caurses, with appartunities far acceleratian.

Future President George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is vated in the yearbaak as a "best all-around fellaw" and is called "Pappy" by his classmates.

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: Asia, Africa, Middle East, Latin America; or from social science courses: *Introduction to Economics, Comparative Government* or *International Relations.* A yearlong survey of modern European history is also available to seniors, uppers and exceptional lowers. Seniors may take advanced courses such as economics, *American Race Relations, Issues in Gender Relations, Nuclear Power and Weapons* and research seminars addressing particular historical periods.

In the required U.S. history course and in most of the senior electives, students write extensive essays, including research papers, using government documents, newspapers, letters, diaries and interviews, the raw materials of history. Two programs are of special interest: Qualified seniors and uppers may spend the spring term in Washington, D.C., working as interns in a congressional office, or may join the Urban Studies Institute, which involves both course work and work in the city of Lawrence, Mass. In these special programs and in the classroom, students receive instruction as well as guidance from the department's faculty of 17 instructors.

COURSE LIST

World History to 1500
United States History
The Early Modern World
The World in the Twentieth Century
Modern European History
Introduction to Economics
Urban Studies Institute
Comparative Government
International Relations
Asia: China, Japan and India
Africa and the World
The Middle East
Latin American Studies
Issues in Economics
Economics II
American Race Relations
Masculine/Feminine/Human: Issues in Gender Relations
Nuclear Power and Weapons: Proliferation and Response
Victorian England

The Andover Summer Session is inaugurated in 1942 under the direction of Wilbur J. Bender, with the participation of 197 boys.

Jack Lemmon, future film actor and Academy Award winner, graduates in 1943.

In 1944, Marguerite Hearsey, a scholar with an M.A. from Radcliffe and a Ph.D. from Yale, becomes the 14th principal of Abbot Academy. Miss Hearsey asserts that students should "work for mastery of subject, not grades."

"At an all-school meeting, the Gospel Choir was to sing at 9:45 a.m. By 10:10, our pianist still hadn't shown up. Literally hundreds of students an faculty members were in their seats, waiting, and the entire choir was on stage, but no music. So I asked Charlene Sadberry if she'd mind singing. S was a little nervous, but she said OK. She sang 'Amazing Grace,' and it W amazing. She has a really strong, full voice, even though she's so young. Th

In **1945,** the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians.

In October **1948,** Lieutenant-Colonel John Mason Kemper is inaugurated as the 11th headmaster of Phillips Academy. Fourteen years later, in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

The total cost for a student to attend Phillips Academy in **1949** is about $2,150.

song is often sung with musical accompaniment and musical interludes, but Charlene sang it a cappella and she drew in everyone, and she held everyone, even during the silences."

—Rebecca Sykes, Assistant Head of School

"How did I feel when I sang? It was a little last minute, I'll tell you that. But how did I feel? I felt honored to represent the choir."

—Charlene Sadberry '99, Houston, Texas

H

Y

The **1950** senior class sends 64 students to Harvard and 46 to Yale.

Abbot Academy celebrates its 125th anniversary in **1954.**

Frank Stella, now a famous abstract artist, graduates in the class of **1954**.

"When Tad Warshall, an exceptional math student, was in ninth grade, he used to get to his math class early in order to study what had been left on the blackboard—in other words, what hadn't yet been erased—from the previous class, a calculus class. How about that? He taught himself logarithms by looking at leftovers."

—Donald Barry, Instructor in Mathematics

In 1954, the first African-American woman, Beth Chandler Warren, matriculates at Abbot Academy.

Новый год

In 1955, the Russian language is first taught at Phillips Academy.

In 1955, the first full-time male teacher is hired at Abbot Academy, and Mary Crone, a widow with four small children, is appointed as the head of Abbot.

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in **1955** to recruit and train young men for the teaching profession.

'I wouldn't be surprised if my AP European History course is the most xciting, interesting course I'll ever take. Along with six other students, was lucky enough to be taught by Mr. Quattlebaum. His enthusiasm was ontagious. Although the course itself covered a complicated and interesting ime in Europe, the curriculum was not what made the class so special. The balance of passionate learning and surging laughter is what made he classroom atmosphere unique."

—Samuel Takvorian '02, Concord, Mass.

Abbot Academy beonies with symbols of gorgoyles ond griffins, circo **1930s-50s.**

MATHEMATICS

COURSE LIST

Elementary Algebra
Algebra Review
Geometry
Algebra Consolidation
Geometry and Precalculus
Intermediate Algebra
Precalculus
Elementary Functions
Precalculus-Trigonometry
Probability
Data Analysis
Discrete Mathematics
Analytic Geometry
Advanced Mathematics
Calculus
Advanced Placement Calculus
Advanced Placement Statistics
Honors Mathematics Seminar
Linear Algebra
Calculus of Vector Functions
Computer Programming: Beginning, Intermediate and Advanced

The 26 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra and precalculus. The department also offers many elective courses, including elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra and vector analysis. More than one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement examinations in calculus and statistics.

The department is located in Morse Hall, equipped with computers, graphing calculators and overhead projection systems. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include C++ and Pascal.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and who have been at the forefront, for a decade, of curricular movements in the field.

Evening math study halls, proctored by faculty, are available to all.

With the realization in **1955** that same material being taught at Andover is repeated when students enter college, Advanced Placement credit begins at Phillips Academy with a chemistry course and a fifth-level French class.

The science curriculum at Abbot is revised in **1956**.

In the late **1950s** the decision is made to admit the best 250 candidates, regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to over 800 students.

MUSIC

COURSE LIST

The Noture of Music
Survey of World Art Music
Jozz
Survey of World Popular Music
Electronic Music
Advanced Electronic Music
Words and Music
Survey of Western Music History
Theory and Composition I; II; III
Chamber Music Seminar
Africon Drumming Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestro
Private Instrument and Vocal Lessons

The music department faculty consists of nine resident teacher-performers, 29 adjunct instrumental teachers and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes and African drums as well as in voice.

Andover offers courses in all areas of music study and for all levels of student, and sponsors 60-70 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab and scores), an electronic music studio and 19 practice rooms. Many of the concerts that involve large performing groups take place in the Cochran Chapel. The basement of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double-manual, tracker-action organ.

Students of all levels can participate and perform in Andover's many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (33), Amadeus (23) and the Corelli Society (15). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelia (a 15-member madrigal group), the Chapel Quartet and the Gospel Choir. There is also a handbell choir that rehearses weekly in the chapel. Wind players have multiple opportunities: the Concert Band (80), the Jazz Band (25) and smaller wind and brass ensembles.

Bartlett Giamatti, later to become 19th president of Yale University and baseball commissioner, graduates from the academy in 1956.

From 1959 to 1961, Andover raises $6,750,000 for new campus facilities.

CYNOSURE

NIXON WINS IN 3-1 LANDSLIDE

The first Abbot Academy newspaper, the *Cynosure*, is published in 1960.

COURSE LIST

The Biblicol World View

Introductian to Ethics

Religious Discoverers

Asion Religians

Religions of the Book:
Judoism, Christianity ond Islom

The New Testoment Perspective

Proof and Persuosion

Views of Humon Nature

Low and Morolity

Nonviolence in Theory and Proctice

In Seorch of Meoning

Bioethics: Medicine

Biaethics: The Environment

Existentiolism

In Seorch of Justice

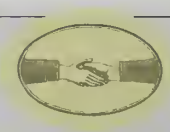
Greot Philasaphers

Advonced Studies in Religion

PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.

In **1961** the Asian Studies progrom begins.



In **1964** the Andover Summer Session becomes co-educotional.

In **1964-1965** the Search and Rescue program is introduced, on outdoor octivity course involving koyoking, mountoin-hiking, climbing, rofting ond first-oid skills. This innovative progrom becomes the foundation for Outword Bound.

COURSE LIST

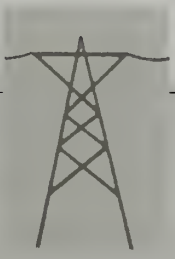
Introductory Psychology

Developmental Psychology

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts in the field with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The *Introductory Psychology* course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior and psychopathology. The *Developmental Psychology* course examines human growth and development from infancy through adulthood. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Class work includes lectures, discussion and reading, as well as direct observation of children.

In **1966,** Andover's first Faculty Steering Committee issues its visionary report on the educational program, recommending "a broader elective program, an outward-facing attitude toward society, and a more nurturing approach to students." The report also leads to the establishment of Andover's cluster system.



WPAA, Phillips Academy's student-run FM radio station, goes on air in **1966.**

SCIENCE DIVISION

The science program exposes students to a range of science that will enable them to be responsible, informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline-based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context, and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two year-long courses and the guideline of three additional terms, students work individually and in groups to become active, confident questioners, problem-solvers and experimenters. The range of course offerings allows students, in consultation with teachers and advisers, to craft a program responsive to their interests, abilities and backgrounds. The new state-of-the-art Gelb Science Center will open in January 2004.

COURSE LIST

Introduction to Biology

College Biology

Ecology

Animal Behavior

Microbiology

Evolution and Ecology

Advonced Placement Biology

Cellular Biology

Human Physiology

Molecular Biology Reseorch

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology. During the spring term, students design and carry out independent, controlled experiments which they present in seminars and short scientific papers.

The term-contained advanced courses permit students, after they review and build on material introduced earlier, to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection and

WASHINGTON INTERN PROGRAM

The Washington Intern Program begins for Andover students, in conjunction with Exeter, in **1969**.

$$e^{\pi i} + 1 = 0$$

In **1969** Math 55 is offered, covering topics and their application in linear algebra, multivariable calculus and probability.

genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and a few like-minded fellow students in an informal laboratory setting. Some students use the course as a springboard to further summer research work or to see whether they might want eventually to do scientific research as a career.

Bird-watching trips are sponsored occasionally by the Natural History Club. In the basement of Evans Hall is a superb stuffed bird collection on loan from Harvard University, and an extensive shell collection is exhibited in various parts of the building. The greenhouse is available for student research projects in the spring.

The interdisciplinary course *Man and Society* is introduced in **1970**, focusing on revolutionary Mexico and urban America, coupled with an off-campus experience.

Term-contained elective courses are introduced in **1971**.

In **1971,** a main-frame computer is installed in Morse Hall to begin computer education at Andover.

COURSE LIST

Introduction to Chemistry

College Chemistry

Chemistry of the Environment

Chemistry of Nutrition

Orgonic Chemistry

Advonced Plocement Chemistry

CHEMISTRY

In the core introductory course of inorganic chemistry, students explore the central themes of all chemistry: structure, kinetics and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry and nuclear chemistry, among others. Interactive lectures, chemical demonstrations and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world. Computers and calculators (for graphing, data analysis and audio-visual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, spectrophotometers and a Fourier transform infrared spectrometer.

COURSE LIST

Environmentol Science

ENVIRONMENTAL SCIENCE

In addition to courses such as *Chemistry of the Environment, Evolution and Ecology,* and *Ecology* (see biology and chemistry sections), the department offers a year-long course in *Environmental Science* that focuses on scientific understanding of the factors that influence the biosphere and considers the role of economic forces, cultural and aesthetic considerations, ethics and regulations in shaping our environment.

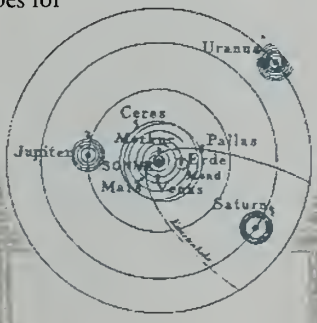
In Morch 1972, Theodore R. Sizer, former deon of the Horvord Groduote School of Educotion, is nomed the 12th heodmoster of Phillips Acodemy. In *Speculotions on Andover* he soys: "Andover ought to stond for the ideol of o heterogeneous school. It ought to demonstrote the special power of such for learning. Accordingly, Andover should vigorously recruit an internotionol student body, boys ond girls of social, racial, notionol ond religious diversity."

PHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light and modern physics. The physics department operates the Thornton Observatory, which houses a research-grade, 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses and in project work. Recent projects have included solar, lunar and planetary study, astrophotography, computer simulations and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data collection and analysis.

COURSE LIST

Introduction to Physics
College Physics
Classical Mechanics
Cosmology
Physical Geology
Observational Astronomy
Electronics
Geology of the Solar System
Advanced Placement Physics
Relativity and Quantum Mechanics
Physics Seminar



Post student independent projects in science have included laser transmission of information, holograms, construction of an electronic calculator and construction of a 27-foot, remote-controlled helium blimp.

In 1973, Andover merges with neighboring girls' school, Abbot Academy, under the direction of Headmaster Sizer and Donald Gordon, headmaster of Abbot.

COURSE LIST

Introduction to Acting
Public Speaking
Perceptian and Performonce
Lighting
Costuming and Makeup
Scene Design
Theotre Theory ond Histary
Introductian to Directing
Advanced Acting ond Directing Warkshop
Play Praduction
Technicol Production
Shokespeore Workshap

THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an academic course or as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction of scenery, lighting or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 150 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 400-seat flexible courtyard theatre that can be configured into proscenium, three-quarter or arena-style seating. This major theatre boasts a computerized Expression light board and a digital sound system of recording-studio quality, and is often used for faculty-directed productions.

In a typical school year, 30-40 productions are mounted by students working either for academic credit under the direction of theatre and dance department faculty, or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances. In 1997, for example, Andover students joined Emmy award-winning actress Dana Delany (PA '74), for six days of workshops on acting for the camera. Delany also attended rehearsals and performances of student productions and acted as a chaperone for the senior prom.

In **1973**, o student penned this verse ond posted it to o door the doy of the SAT test:

I think thot I sholl never see
A woste quite like on SAT.
An SAT is just o test
to find which people guess the best.
With porogrophs of boring lore
penned before the Civil Wor.
I think erosion is to rocks...
ond blockened in the proper box.
For un-computer types like me
such nonsense is on SAT.
Poems ore changed by fools like me
but God would blow his SAT.

Dono Delony, future Emmy Aword-winning octress, groduotes in the first co-ed closs of **1974.**

ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)

For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual adviser who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and adviser work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisers are assigned by dormitory. When the ninth-graders move to upper-class dorms, they are assigned permanent advisers. For ninth-grade day students and for all students who enter in grades 10-12, permanent advisers are assigned. The permanent adviser and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean and a coach or special activities supervisor (plus a college counselor for seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisers and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well. The Graham House Counseling Center offers student tutorial services, study counseling, study skills courses, peer counseling and psychological counseling. The Writing Center offers student writers one-on-one editorial conferences with peer counselors and faculty every Monday, Wednesday and Friday in its computer-equipped

The Phillips Academy Cantata Choir and Chamber Orchestra came into existence under the direction and guidance of William Thomas and have been performing on tour every spring since **1977.** Some of the tour destinations include Belgium, France, Italy, Scotland, Spain, England and many cities in the United States.

In **1978** Phillips Academy celebrates its 200th birthday with celebrations and festivities.

Donald McNemar is named the 13th headmaster of Phillips Academy in **1981.**

setting. For students having particular struggles with math, a math teacher is available three nights a week at math study hall. And faculty members from the Science Division are available in Evans Hall for special science study hours on Tuesday nights.

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the college admission process. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the process. Each student is assigned to one of the five college counselors; the student and counselor meet first to review academic, personal and extracurricular histories and goals and then to identify criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. As partners in the process, parents receive periodic newsletters from the College Counseling Office and are encouraged to communicate their ideas and concerns to the staff. The Andover experience is valued by college admission committees at selective schools, and many students enroll in highly competitive colleges and universities. Still, college admission is increasingly competitive and there are no guarantees. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power and the information they will need to make wise choices as they plan for their futures.

A list of college matriculations for the 2000 graduating class apears on page 153.

The College Counseling Office maintains o library of college catalags, financial aid infarmotion, testing moteriols ond o comprehensive web site www.ondover.edu/cco/hame.htm. The office hosts several hundred college odmission representotives onnuolly, presents workshops ond seminars an various aspects of the college odmissions process, such os interviewing ond essoy writing, ond advises students obaut the college admissions testing programs.

In 1981, the Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.

The tuition for boarders in 1982 is $7,200.

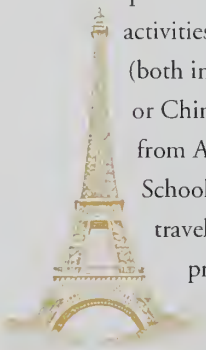
In 1986, Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel laureate and peace activist Andrei Sakharov (above left) visits the academy.

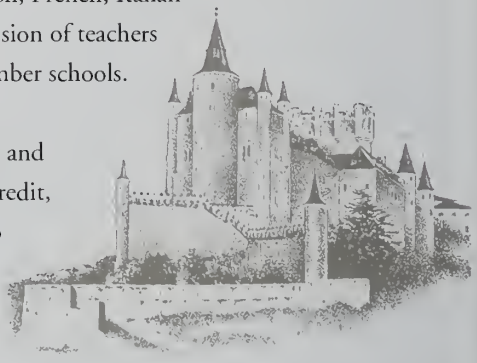
OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees and financial aid, however, do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School and 20 other independent schools, offers to qualified uppers and seniors a full academic year of living and studying in China, France, Italy or Spain. While abroad, students live with host families, participate in the activities of local athletic and social clubs and pursue a course of study (both in English and in Spanish, French, Italian or Chinese) under the supervision of teachers from Andover and other member schools. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. Andover students who wish to participate must consult with their advisers or the dean of studies. Financial aid is available. For more information, please call (978) 725-6828.





A 30,000-square-foot addition is added to the library in **1988**. The library currently holds more than 100,000 volumes of books.

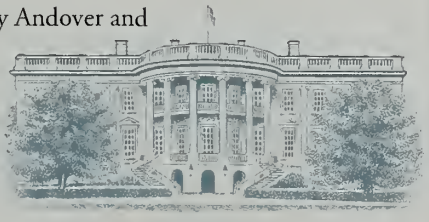
1991 sees the beginning of the $5.3 million renovation of the art building. Now known as the Elson Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography and other art classes; the Polk-Lillard Center for Video and Electronic Imaging; the updated Audio Visual Center with two fully equipped multimedia classrooms; and display areas for student work.

TRIMESTER PROGRAMS IN FOREIGN COUNTRIES

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced-language students to attend a local school in the following cities: fall term, Novosibirsk, Russia; winter term, Göttingen, Germany; Burgos, Spain; Abidjan, Côte d'Ivorie; Antibes, France; spring term, Bologna, Italy; summer, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain; Toin Exchange Program, Yokohama, Japan; "COLAPEC" in Santo Domingo, Dominican Republic. Each program has its special characteristics. For more information, consult the Division of World Languages at (978) 749-4200.

TRIMESTER PROGRAMS IN THE UNITED STATES

The Washington Intern Program, sponsored by Andover and Exeter, gives a group of uppers and seniors the opportunity to spend the spring term in Washington, D.C., working in the offices of U.S. senators and representatives.



The **Mountain School Program** of Milton Academy, a semester-long program for uppers, offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont.

The Maine Coast Semester is a similar, semester-long program offered fall term in Wiscasset, on the coast of Maine. Students continue their academic courses in addition to activities that emphasize practical skills and crafts.

The William W. Rosenau Fitness Center opens in 1992.

The *Life Issues* course is added to the curriculum for lowers, and the science and arts diploma requirements are increased in 1993.

In 1994, Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase
Investiture Address

SUMMER PROGRAMS

THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students academic and personal growth in a pre-college setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges, cultural and social activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, the visual arts, drama, languages, computer science, mathematics, the natural sciences, philosophy, the social sciences and English as a Second Language program. Opportunities are also available to pursue private music lessons. The average class size is 14. Applicants must be graduates of the eighth, ninth, 10th or 11th grade with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Phillips Academy students may enroll in summer enrichment classes. Please call or write:

The Phillips Academy Summer Session
Phillips Academy
180 Main Street
Andover MA 01810-4161
Telephone: (978) 749-4400
e-mail: summersession@andover.edu
www.andover.edu/summersession

新 春

School Yeor Abrood, long estoblished in France and Spain, apens a similar progom in Beijing, Chino, in **1994.** The progrom wos founded by Andaver, Exeter ond St. Paul's School.

The following summer program is not available to Phillips Academy students enrolled in the academic-year program but may be of interest to applicants:

(MS)^2: MATH AND SCIENCE FOR MINORITY STUDENTS

The (MS)^2 program—Math and Science for Minority Students—offers mathematics and science instruction for five weeks during three consecutive summers to African-American and Hispanic/Latino students who attend public schools in selected urban centers, and to Native American students from any geographic area in the United States. Ninth-grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)^2 program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Students currently enrolled in Phillips Academy's regular session are ineligible to attend (MS)^2. Please call or write by Dec. 15:

(MS)^2

(MS)^2 Program
Phillips Academy
Andover MA 01810-4161
Telephone: (978) 749-4402
e-mail: MS2@andover.edu
www.andover.edu/MS2

McKeen Hall on the Abbot compus is renovoted in **1989.** Restoration of the remoining two buildings on the Circle, Droper ond Abbot holls, begins in **1995,** creoting the following spoces: the Broce Center for Gender Studies, 12 faculty residences, office spoce for an outreoch progrom ond odministrotive deportments, ond on oportment for the visiting artist-in-residence.

In **1996,** the town of Andover celebrotes its 350th birthdoy.

In September **1996,** Andover's second Faculty Steering Committee, oppointed by heod of school Chose, issues its report of the school's educotionol vision for the 21st century.

ANDOVER STUDENTS' TOP 10 DORM DECORATIONS

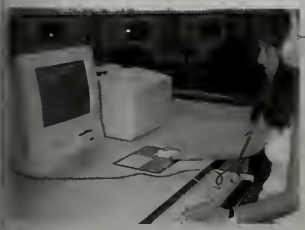
1. TAPESTRIES
2. POSTERS OF BANDS
3. MAGAZINE CUT-OUTS
4. PLANTS
5. PHOTOGRAPHS
6. GLO-IN-THE-DARK STARS
7. COLLAGES
8. DRIED FLOWERS
9. CRATES FOR BOOKSHELVES
10. LAUNDRY

The Broce Center for Gender Studies opens in **1996** in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution.

The Board of Trustees in October **1996** approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,050 over four years.

ANDOVER STUDENTS' TOP 10 READING SELECTIONS

1. *THE PHILLIPIAN*
2. *THE NEW YORK TIMES*
3. *THE ODYSSEY*
4. *HAMLET*
5. *THE BOSTON GLOBE*
6. *SPORTS ILLUSTRATED*
7. *PEOPLE MAGAZINE*
8. *A MIDSUMMER NIGHT'S DREAM*
9. *HARRY POTTER*
10. *THE GREAT GATSBY*



In 1996, The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the country offering access to real-time video and audio files as well as data over the network.

The student literary magazine, *The Courant*, is voted a first prize by the American Press Scholastic Association in **1996.** *Backtracks*, the general interest non-fiction student magazine, wins a second prize in the same competition.

"Since Andover is comprised of so many talented and motivated students, finding my own niche for success has been that much more meaningful. I like the fact that the school is comfortable giving students the freedom to learn to manage their own time."

—Ethan Liebermann '00, Magnolia, Mass.

In **1997** the average is appraximately ane teaching faculty member far every seven students.

The rededicatian af the Abbat Circle takes place an May 3, **1997**, marking the beginning af a new era in the histary af that physical space.

In May **1997**, the Andaver baseball team is invited ta play against Exeter an histaric Daubleday Field in Caaperstown, N.Y.

In fall **1997,** a new advising system is implemented, fulfilling the first af the Steering Cammittee Repart's recammendatians.

"English 300: The Story of Literature, and English 590: Images of Women with Ms. Fan opened up the world of sophisticated literary criticism and showed me how to better extract meaning from a work. She made Chaucer a friend for life and put a whole new twist on 'Little Red Riding Hood.' With an imaginative combination of film and works in print, she introduced me to interdisciplinary analysis."

—Ella Hoffman '01, St. Thomas, U.S.V.I.

Summernet

In Summer **1997** the Admission office initiates *Summernet*, a summer distance-learning program over the Internet for new ninth- and 10th-graders.

25 Years of Coeducation

In **1998,** Andover celebrates the 30th anniversary of the school's African-Latina-American society, and the 25th anniversary of coeducation on campus.

During fall **1998,** Nobel laureates Seamus Heaney and Derek Walcott, and renowned artist Frank Stella (PA '54) spend time on campus working with students in poetry, theatre and art.

In spring **1999,** Nobel laureate James Watson speaks to students about his discovery of the structure of DNA, and Pulitzer Prize winner Buzzy Bissinger (PA '72) receives the Kayden Visiting Fellow Award in Journalism.

April 24, 1999
Andover kicks off *Campaign Andover*, the largest fund-raising drive of any secondary school, to raise $200 million in support of scholarships, salaries, technology, resources and campus improvements.

BEAT
EXETER

PART FOUR: STUDENT LIFE

INTRODUCTION

What makes Andover such a terrific place? The students—their energy, their optimism, their willingness to learn new things and their varied backgrounds.

Students come to Andover from Brooklyn and Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some arrive with talents in all areas, but many develop new talents while they are here. Our multifaceted adult community offers Andover students the opportunity to meet others who can share their interests and appreciate their talents while providing useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enable Andover to provide unmatched opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as health and wellness, interpersonal relationships, drug and alcohol use, human sexuality and racism. We also take care to maintain a low student-faculty ratio in the dormitories, so house counselors can oversee their young charges while collaborating with each student's adviser as needed.

Andover's goal is to bring to campus talented students "from every quarter" who can enjoy the advantages of its size, while at the same time making each individual feel adequately supported and part of the community.

—Marlys Edwards, *Dean of Students & Residential Life*

In **May 1999,** Andover's Robert S. Peabody Museum of Archaeology takes part in the repatriation and reburial of sacred artifacts and the remains of about 2,000 Pecos Indians exhumed during an expedition led by Andover archaeologist Alfred V. Kidder from 1915 to 1929. It is the largest reburial of human remains ever to take place in the country.

In **November 1999,** Andover receives the largest outright gift in the history of the school, $11 million from Richard L. Gelb '41, trustee emeritus. The gift will help fund the state-of-the-art Richard L. Gelb Science Center, which will replace Evans Hall in 2004.

In **October 2000,** world-renowned cellist Yo-Yo Ma performs a concert in Cochran Chapel with students, faculty and guest artists.

In **January 2001,** George W. Bush, PA Class of 1964, is inaugurated as the 43rd president of the United States.

In **spring 2001** Andover breaks ground on the Phelps football stadium and Harrisan hockey rink.

END OF HISTORIC TIMELINE

RESIDENTIAL LIFE

In recent years, Andover has emphasized residential life as one of the school's top priorities. The school has lowered the student-faculty ratio in dormitories by reducing the size of the student body and by creating additional faculty apartments in the dorms. The school has also enhanced the advising system. The academy's goal has been to enrich the interaction between house counselors and students and provide adult support for each student outside the classroom. Additionally, the academy has made a substantial commitment to the renewal of its campus facilities, spending more than $15 million on dormitory improvements.

The Clusters

The cluster system is the heart and soul of Andover's community life. All students at Andover—boarders and day students—are assigned to one of the school's five clusters, which function as small communities within the academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 200 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a neighborhood in which everyone knows everyone else and people do most or many things together.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities and discipline are all organized by cluster.

Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 40 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Parents can easily keep in touch with students. Each boarding student has a private telephone with voice mailbox as well as an e-mail account and in-room high-speed Internet access. Day students have e-mail accounts and voice mailboxes. All students can receive U.S. mail and package delivery through their student mailboxes in George Washington Hall. One-third of the

boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

NINTH-GRADERS: JUNIORS

Andover's ninth-graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits classroom teachers, house counselors and advisers to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's adviser throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with senior prefects who have been selected because they are role models for good study habits, self-confidence and community spirit. For ninth-grade boarding students, advisers are assigned by dormitory. At dormitory meetings, juniors explore topics, such as study skills and time management, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the 10th-grade year to upper class dorms where, along with a house counselor and co-house counselor, each is paired with a permanent faculty adviser who sees him or her through the Andover career.

Brove, but with effort, had the school-boy come
To the cold comfort of a stranger's home;
How like a dagger to my sinking heart
Came the dry summons, "It is time to part;
Good-by!" "Goo—ood-by! one fond maternal kiss ...
Homesick as death! Was ever pang like this? ...
Too young as yet with willing feet to stray
From the tame fireside, glad to get away, —

From *The School-Boy*
by Oliver Wendell Holmes

'Finis Origine Pendet—
The end depends upon the beginning. I think of this motto when I think of our focus on the juniors. They are at the beginning of their time here, and the faculty feel so strongly our responsibility to ensure it's the best beginning it can be."

—Paul Murphy,
instructor in mathematics; dean of Flagstaff Cluster

RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for boarding and day students alike.

Each fall, all new students attend four basic classes in alcohol- and drug-use prevention; all returning students choose from more than 30 related workshops given by the Freedom from Chemical Dependency Foundation.

Every student also attends Martin Luther King Jr. Day seminars in January and AIDS education workshops in the spring. All lowers (10th-graders) participate in the once-weekly, two-term *Life Issues* course "Living and Learning in a Multicultural Community." Topics in the course include friendship, identity, drugs and alcohol, sexuality, gender and racism.

The Brace Center for Gender Studies, the Women's Forum and the Date Rape Prevention Team offer programs designed to educate the community on gender issues. Those wishing to explore the issues of racism can join SARC (Students Against a Racist Community). Other student-run organizations and support groups deal with such important issues as body image and the aftermath of divorce.

The residential education program is challenging and helpful to Andover's students during their years at Andover and, they say, when they leave for other settings as well.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed pediatric nurse-practitioner and 11 registered nurses to staff Isham Health Center. The health center, with 20 beds, is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology and orthodontics. The Isham staff maintains close association with approximately 60 medical and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

GRAHAM HOUSE COUNSELING CENTER

The Graham House Counseling Center serves the community in several ways. The staff is responsible for psychological counseling, academic counseling, study skills courses, student tutorial services, the psychology department curriculum, consultation to faculty and staff and specialized workshops on health and human issues.

THE CAMPUS MINISTRY

The interfaith ministry of Andover seeks to be responsive to the spiritual needs of the school community. The Chaplaincy consists of clergy from Protestant, Roman Catholic and Jewish traditions and also assists students from other backgrounds to meet their religious needs.

Each week, the religious communities gather for worship and fellowship. In addition, Andover celebrates major occasions of the various religious calendars as well as common heritage and values through services and celebrations. The chaplains also encourage the school community to grapple with concerns about hunger, peace and justice.

Various traditions are represented by student clubs, including the Christianity Happening in Living Life (CHILL) (Protestant), Catholic Student Fellowship, Jewish Student Union, Muslim Student Union, Hindu Student Union, and Fellowship of Christians in Universities and Schools (FOCUS). These organizations, and others as they form, offer a variety of programs for the enrichment of their members and our school.

RULES AND DISCIPLINE

Andover enforces a set of rules carefully designed to protect the rights of individuals and to allow the school to achieve its ends. The rules preserve order in the community so learning can take place and teach students that individual freedom can be achieved only through proper respect for one's self and for others. All incoming students receive a copy of the school's rules, published in *The Blue Book,* and are responsible for knowing and complying with its contents.

When a rule infraction involves discipline rather than counseling, the discipline is handled at the cluster level. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, or continued infractions that indicate an unwillingness to come to terms with the demands of the school all may lead to dismissal. Andover takes special care to address issues associated with alcohol and illegal drugs, both of which are forbidden.

THE OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

In keeping with the school's *Statement of Purpose,* the mission of the Office of Community and Multicultural Development is to raise awareness and encourage sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin and sexual orientation. The office sponsors workshops, lectures and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisers and program coordinators provide support to individual students and student groups. The office is also the home base for Diversity Alliance, a collective of student leaders and faculty advisers of campus cultural clubs.

Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures and workshops throughout the year. Sometimes the most intense learning comes in informal conversations sparked by community or societal issues. Students learn that through investigation and greater understanding of experiences outside their own, they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.

—Bobby Edwards, *Dean of Community and Multicultural Development*

Special Events

Asian Arts Festivol

Black Arts Celebrotion

Community Service Celebrotion Doy

Community Service Trip to Johns Islond, S.C.

Divoli

Goy Pride Celebrotion

Internotionol Festivol ond Donce

Internotionol Women's Doy

Jewish Culturol Weekend

Kwonzoo Celebrotion

Lotino Arts Celebrotion

Mortin Luther King Jr. Doy

Tongues of Hope Worship Service

DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in mid-June, with breaks in December and in the early spring. Students normally have four or five class meetings per day. Classes are held on Monday, Tuesday, Thursday and Friday, the full class days, and on Wednesday morning and selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals and sports, for informal visits to the museums and for extracurricular activities.

All students participate in athletics four afternoons a week; in addition, interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school's work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices and laboratories.

HOMEWORK

Academic course work is intensive and involves about 20-25 hours outside-of-class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sunday and Thursday), students must be studying in their dormitories and signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

WEEKENDS

Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.

DRESS CODE

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.

MEALS

Meals are served in Commons, a central dining hall comprised of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the tuition of both boarding and day students.

"Commons is right in the middle of campus and open all day. Once in a while a teacher may hold a class upstairs, and the Ryley Room downstairs is a fun place to hang out. More than anything, though, it's where I go after baseball practice and before I start working to relax and catch up with my buddies. Commons really is in the center of it all."

—Jason Schneiderman '01, Scarsdale, N.Y.

THE DAILY SCHEDULE

7:15 a.m.	Commons opens for the doy
7:55 a.m.	Closses begin
9:40 a.m.– 10:10 a.m.	Conference Period on Mondoys, Tuesdoys, Thursdoys ond Fridoys; (for individuol student-teocher conferences) Biweekly ocodemic odvising meetings
11:30 a.m.	Commons begins serving lunch
3 p.m.– 5 p.m.	Athletics ond Community Service
4:45 p.m.– 5:30 p.m.	Additionol ocodemic period for some students not involved with interscholostic sports
5 p.m.	Commons begins serving dinner
6:20 p.m.– 7:50 p.m.	Co-curriculor Progroms (club meetings, music ond dromo reheorsols, publicotions, etc.)
8 p.m.	Undercloss students in their dormitories or doing ocodemic work in the librory, longuoge lob, ort studio, music building, writing center, science study holl or moth study holl
10 p.m.(Mon., Tues., Wed.); 9:30 p.m. (Sun.,Thurs.)	Dorm sign-in for oll students on week nights. (During 5-doy weeks, Fridoy evening sign-in is 10 p.m. for undercloss students, 11 p.m. for seniors. Soturdoy evening sign-in for oll students is 11:30 p.m.)
11 p.m.	Lights out for juniors Lowers ore to be in their own rooms During the foll term, uppers ore expected to be in their own rooms

The doily schedule includes o once-o-week double ocodemic period for most closses ond o weekly All-school meeting on Wednesdoys.

THE DAILY BULLETIN

OCTOBER 29

ADMINISTRATIVE

CLASS SCHEDULE	**TODAY**, classes meet according to a regular **MONDAY** schedule with **MONDAY** classes.

STUDENT LIFE

ABBA LOVERS USA	or GSA, sans LTA, we're going to Bertucci's this week. Bring your friends. "Play that funky music...."
AMNESTY	**TODAY**, our weekly meeting will be held in the Underwood Room from 5:30-7 p.m. Write a letter, save a life! Everyone is welcome.
BULLETIN NOTICES	Your notices for the Daily Bulletin may now be forwarded directly to the dean of students office by simply e-mailing to the following address: bulletin. We hope this will expedite your notices as well as help in our efforts to conserve paper. Any questions, please contact Ms. Saladini at 4178.
BUS	TO NYC AND CT, URGENT: For Thanksgiving Holiday – sign up this Thursday in Steinbach Lobby at 9:45-10:15 a.m. – conference period only. First come, first accepted. If insufficient signups, bus will be cancelled so, sign up NOW or Dickie will have to cancel the bus. Questions? See Dickie.
CHAPEL COUNCIL	meets Tuesdays in Rose Room (Commons, upper right, next to Ropes). Major planning and input.
CHESS CLUB	meets this Wednesday, 6 p.m., in Sam Phil 13. Free pizza as always.
DRIVER'S ED	The final day to sign-up for Driver's Ed for the school year will be this Wednesday. Classes are held in Kemper Auditorium from 6:30-8 p.m. each Wednesday. Questions? See Mrs. Benedict in the dean of students office.
FCD WEEK	NOVEMBER 11-14; all returning students (and new seniors) will receive an FCD (Freedom from Chemical Dependency) Week Workshop sign-up sheet. Please read carefully, and return choices to dean of students office by November 1.
FACULTY, STAFF	AND PARENTS SAVE MONEY! Entertainment books are being sold on campus until the end of the term for $30 ($6 goes to the Prom). See anyone at Student Activities or call 4183. When finals end, so does this offer!
FOCUS	Movie this Friday at 6:45 p.m. in 1924 House. "The Hiding Place" will be shown. Come and enjoy!
FREE CDs	Tune in to WPAA, 91.7 FM, every Wednesday night at 11 p.m. for Electrochemical Rock. It's your chance to win free CDs as well as experience the best new and classical rock.
GERMAN TABLE	Deutscher Stammtisch is canceled for today due to Senior/Faculty Dinner.
JSU DINNER MEETING	Every Tuesday 5-6 p.m. in the Blue Room. Newcomers are always welcome.
JUGGLING CLUB	will meet on Wednesday at 4:30 p.m. on the lawn in front of Sam Phil.
JUNIOR MOVIE TRIP	this Friday. $5.00 gets you movie and bus! You must sign up in Student Activities.
MATH CLUB	meets this Wednesday at 6:30 p.m. All are welcome. We're preparing for the second round of the New England Math League. We're currently first.
MODEL UN	holds short meetings every Wednesday at 7:15 p.m. in Morse Hall. In February we go to Georgetown in Washington, D.C., for a conference with thousands of high school students from around the country. New members are most welcome.
NATIVE AMERICAN	CULTURE CLUB meeting will be held at 6:30 p.m. in the Peabody Museum on November 4. We will be showing a movie and discussing Native issues. Refreshments.
OXFAM INTERNATIONAL	Wednesday, 6 p.m., in the Rose Room of Commons.
ROCK ON	Listen to Rock On every Thursday at 5 p.m. on WPAA, 91.7 FM. Great music and free gift certificates. Tune in!
THE BEST SHIRT!	Blue Key is selling an AWESOME shirt, Tuesday and Wednesday ONLY. On the back: "EXETER" with "What's Hot: not much" and "What's not" with a very funny long list. The front has a large "A" with "It's all good." Sleeve has "Andover/Exeter." See/order shirts at lunch, dinner, conference and Student Activities ($10 short sleeve, $14 long sleeve).
WIN A $20,000	COLLEGE SCHOLARSHIP. Stop by the Community Service Office or the College Counseling Office for an application for a REACT magazine "Take Action Award."

SUMMER OPPS

INTERIM YEAR OPTION	Americorps-year: Seniors: Toya Hampton, a representative of Americorps, will be in Commons **TODAY,** 5-6:30 p.m., to talk to interested students about a 10-month service program for a PG year before college. Take time to stop and chat with her.

ATHLETICS

INDOOR TRACK	Organizational and informational meeting in Sam Phil 12 at 5:45 p.m., Thursday. Anybody interested in track is welcome. **Sprint, don't Saunter!**
NORDIC SKIING (X/C)	Mandatory meeting at 5:30 p.m., Wednesday in Ropes, Commons. For returning skiers and anyone new who is interested. Contact Ms. Carlisle if you have questions.
WRESTLING	The preseason meeting will be held **TODAY** at 6:30 p.m. in Borden. All who are thinking about wrestling should come; girls are welcome. Bring shorts and a t-shirt. If you can't make it, call Andy (6904).

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA (91.7 FM), is on the air daily, serving the local listening area as well as the student body. *The Phillipian* is the academy's prize-winning, student-run weekly newspaper. Students write the articles and headlines, take the pictures and lay it out. The school yearbook, *Pot Pourri,* the literary magazine, *Courant,* plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the Quiz Bowl Team, the Political Science Club and the Debate Club. In fact, there is no limit to the variety of organizations or the enthusiasm of their members, and students who do not find an existing club or organization that meets their needs are encouraged to start one.

STUDENT ORGANIZATIONS

Members elected:

Blue Key

Student Council

Open to all:

Andover Drug & Alcohol Awareness Committee

African-Latino-American Society

AIDS Awareness Committee

Amateur Radio Club

Ambassadors Club

Amnesty International

Andover-Japanese Connection

Animal Rights Club

Archaeology Club

Art Club

Asian Society

Astronomy Club

Backtracks (magazine of commentaty)

Blue Buzz (student publication)

Catholic Student Fellowship (formerly the Newman Club)

Cercle Français

Chapel Council

Chess Club

Chinese Club

Chinese Student Association

Computer Club

Cooking Club

Courant (literary magazine)

Dance Club

Eco Action

Fencing Club

Film Society

FOCUS (Fellowship of Christians in Universities and Schools)

Gay/Straight Alliance

German Club

Handbell Choir

Hindu Student Union

Indo-Pakistani Society

Inter-Cultural Student Association

International Club

Jewish Student Union

Junior State of America

Korean Student Fellowship

Math Club

Model United Nations Club

Muslim Student Union

Native American Culture Club

Overtime (student publication)

Oxfam

Philharmonic Society

The Phillipian (student newspaper)

Philomathean Society (debating society)

Physical Health Information Team

Pot Pourri (school yearbook)

Quiz Bowl Team

Republican Club

Students Against a Racist Community

Smack! (political magazine)

Spanish Club

Student Medical Society

Tech Masters

Ultimate Frisbee Club

Women's Forum

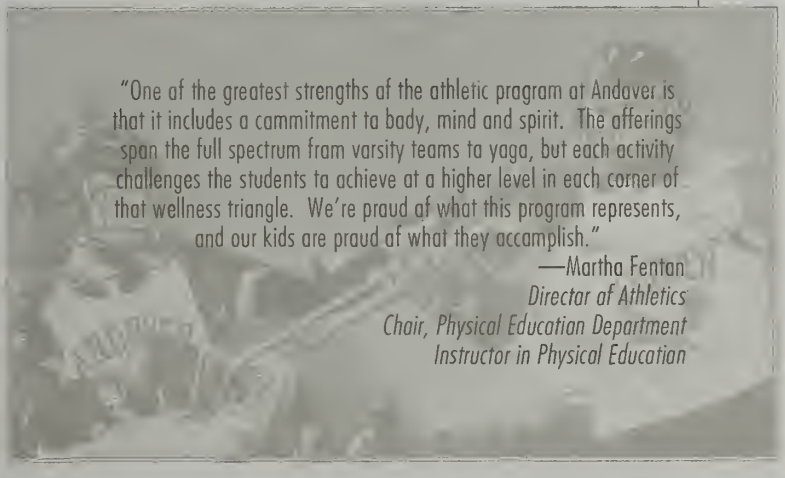
WPAA (campus radio station)

ANDOVER

SEAWOLVES
ANDOVER

PART FIVE: ATHLETICS

In keeping with Andover's commitment to provide a depth and breadth of choices to our students, the athletic department offers dozens of sports, dance and exercise options at every level of instruction. Our competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is fully staffed with three trainers who work with the school physician and the staff at Isham Health Center. Our recreational athletes have as options not only intramural and recreational sports, but such special programs as Search and Rescue, classical ballet, basics, modern dance, yoga and aerobics. All lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health and exercise physiology, learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.



"One of the greatest strengths of the athletic program at Andover is that it includes a commitment to body, mind and spirit. The offerings span the full spectrum from varsity teams to yoga, but each activity challenges the students to achieve at a higher level in each corner of that wellness triangle. We're proud of what this program represents, and our kids are proud of what they accomplish."

—Martha Fenton
Director of Athletics
Chair, Physical Education Department
Instructor in Physical Education

"At Andover, there is a close bond between players and coaches. One fall I received some difficult news in my personal life. At 11 o'clock at night, the instant he heard the news, my soccer coach, Bill Scott, drove to my dorm to offer his support and sympathy. Coach Scott respects each one of his players; his character traits mold a team that strives to match his work ethic and enthusiasm."

—Scott Darci '00, Marblehead, Mass.

Andover's athletic facilities are among the finest in the country and include 18 playing fields and 18 tennis courts; the Soroto Track; three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room and state-of-the-art fitness center; the Case Memorial Cage with its indoor track; and the James C. Greenway boathouse on the Merrimack River. In 2001, construction began on the Phelps Football stadium and the Harrison Hockey Rink, which will complement the Sumner Smith Hockey Rink. Both will open in 2002.

OFFERINGS OF THE ATHLETIC PROGRAM

Similar to the breath and depth of academic offerings at Phillips Academy, our athletic program is one of the most extensive in secondary school education. Below is a comprehensive listing of the current offerings.

Fall	Winter	Spring
Basic Fitness	Basic Fitness	Basic Fitness
Basketball training	Baseball & Softball Training	
Hockey Training (co-ed)	Crew Training (co-ed)	
Cluster Soccer	Cluster Basketball	Cluster Softball
Instructional Crew	Senior Squash	Senior Tennis
Instructional & Rec. Squash	Rec. Nordic Skiing	Instructional Tennis
Instructional Swimming		Instructional Squash
Instructional & Recreational Tennis		Instructional Swimming
Instructional Wrestling (co-ed)		Instructional Volleyball (C
Yoga	Yoga	Yoga
Spirit Leaders of Andover Madness	Spirit Leaders of Andover Madness	Tai Chi
Dance	Dance	Dance
Search & Rescue (co-ed)	Search & Rescue (co-ed)	Search & Rescue (co-ed)
Cross Country (BV, BJV)	Basketball (BV, BJV, BJV2)	Baseball (BV, BJV, BJV2)
Cross Country (GV, GJV)	Basketball (GV, GJV, GJV2)	Softball (GV, GJV)
Football (BV, BJV)	Hockey (BV, BJV)	Crew (BV, BJV)
Field Hockey (GV, GJV, GJV2)	Hockey (GV, GJV)	Crew (GV, GJV)
Soccer (BV, BJV, BJV2)	Nordic Skiing (B&G)	Cycling (Co-ed V)
Soccer (GV, GJV, GJV2)	Squash (BV, BJV, BJV2)	Golf (Co-ed V)
Volleyball (GV, GJV)	Squash (GV, GJV, GJV2)	Lacrosse (BV, BJV, BJV2)
Water Polo (BV)	Swimming & Diving (BV, BJV)	Lacrosse (GV, GJV, GJV2)
Water Polo (GV)	Swimming & Diving (GV, GJV)	Tennis (BVA, BVB, BJV)
	Indoor Track (BV, BJV)	Tennis (GVA, GVB, GJV)
	Indoor Track (GV, GJV)	Track & Field (BV, BJV)
	Wrestling (BV, BJV)	Track & Field (GV, GJV)
		Volleyball (BV)

The immortal boy, the coming heir of all
Springs from his desk to "urge the flying ball,"
Cleaves with his bending oar the glassy waves,
With sinewy arm the dashing current braves
The some bright creature in these hounts of ours
That Eton shadowed with her "antique towers."

From *The School-Boy*
by Oliver Wendell Holmes

PART SIX: THE ARTS

The arts in all their forms are at the heart of Andover life. Students, faculty and visiting artists study, create, rehearse and perform 60 musical concerts, 15 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year, as well as present a student art show each term.

In classes, students study the theory and history of music, art, theatre and dance and take such courses as drawing, design, painting, ballet, modern dance, directing, technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms and theatres of George Washington Hall, Graves Hall and the Elson Art Center, pouring their music, voices and laughter over a campus enlivened immensely by their robust creative energy.

"It's impossible to say the most difficult piece the students performed recently. We did perform Felix Mendelssohn's oratorio Elijah, *so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical* Big River. *His specialty is singing; he's a baritone, and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."*

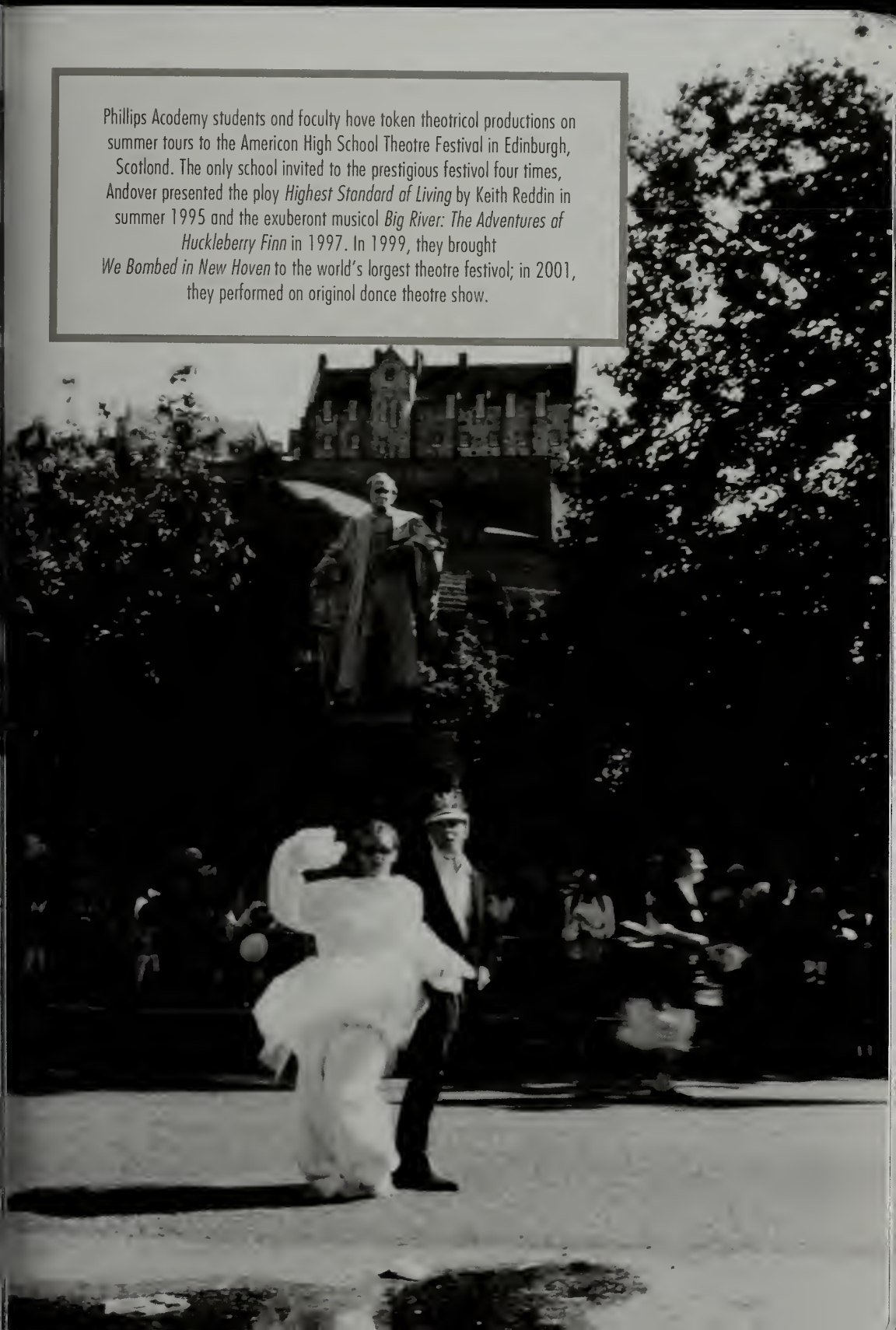
—William Thomas
Instructor in Music and Director of Performance

Photographs of Dorotheo Lange, o recent speciol exhibition ot the Addisan Gollery af Americon Art, included 85 of Longe's fomous vintoge prints documenting small-tawn life in Utoh ond Irelond, the internment of West Coost Japanese-Americans, and Americo in the 1930s.

The Contato Chair of 60-80 singers and the Chamber Orchestra of 25 string players and additional winds have toured regularly for the post 20 years throughout the United States, Canada and Europe. The tour to Puerto Rico in 2000 featured Beethoven's Mass in C Major, Opus 86, and Vivoldi's Double Guitar Concerto and *Winter* from "The Four Seasons."

The largest of the school's musical groups is the Symphony Orchestra with 65 strings, 25 winds, brass and percussion. Recent performances include Rimsky-Korsakov's *Scheherazade* and *Capriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Mendelssohn's *Reformation Symphony*, Rossini's overtures to *The Barber of Seville* and *William Tell*, Mozart's overtures to *The Magic Flute* and *The Marriage of Figaro*, Dvorak's *New World Symphony*, and Stravinsky's *Firebird Suite*.

Phillips Academy students and faculty have taken theatrical productions on summer tours to the American High School Theatre Festival in Edinburgh, Scotland. The only school invited to the prestigious festival four times, Andover presented the play *Highest Standard of Living* by Keith Reddin in summer 1995 and the exuberant musical *Big River: The Adventures of Huckleberry Finn* in 1997. In 1999, they brought *We Bombed in New Haven* to the world's largest theatre festival; in 2001, they performed an original dance theatre show.



PART SEVEN: COMMUNITY SERVICE

Andover's nationally recognized Community Service Program provides opportunities for students to volunteer time working with public service agencies in the town of Andover and also nearby Lawrence, North Andover, Boxford and Methuen. Born of a rich history of public service at both Abbot Academy and Phillips Academy, the Community Service Program now involves more than 350 students each trimester.

Though giving one's time to better the community can be an end in itself, the program is designed to be an effective method of experiential education—complete with learning goals, orientation, training and reflection. Our goals include teaching students about the social and political context in which their work and the agencies' work take place.

Each year, the Community Service Program sponsors a Community Service Alternative Break Trip. Approximately 35 students and faculty travel to the Sea Islands of South Carolina for the first week of their spring vacation. There they work in cooperation with a local organization to refurbish or construct housing. Past projects have included roofing, tiling floors, digging foundations and constructing wheelchair ramps, among other tasks. In addition, participants visit the historic city of Charleston and meet with local community leaders.

Students may volunteer once each term, or several hours each week. They may take academic courses or independent study courses that include community service as an integral component, or they may volunteer for programs that meet in the afternoon, evening or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoons, so community service opportunies are available even for varsity athletes and busy artists.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the academy's motto, *non sibi* (not for one's self), they experience great personal growth while developing the knowledge, skills and commitment for a lifetime of effective participation in public life.

ONGOING PROJECTS

ACADEMIC COURSES RELATING TO COMMUNITY SERVICE

Art 460: Art in the Community

English 541: Writing Through the Universe of Discourse

Psychology 420: Introductory Psychology

Social Science 420: The Urban Studies Institute

Social Science 640: Masculine/Feminine /Human: Issues in Gender Relations

Spanish 430: The Hispanic Presence in the USA

Spanish 530: Advanced Spanish Language in the Lawrence Community

ELDERLY

Academy Manor Nursing Home

Greenery

Mary Immaculate Restorative Nursing Home

ENVIRONMENTAL

M.S.P.C.A.

Other student organizations

Earth Friends

Recycling Coalition

HEALTH

Corpus Christi AIDS Hospice

Greenery

Lawrence General Hospital

HOUSING AND HUNGER

Alternative Break Program

Bread and Roses

Habitat for Humanity

Lazarus House

Walk for Hunger

NEW AMERICANS

Chinese Cultural Outreach

Project V.O.I.C.E.

Social Science 420: The Urban Studies Institute

Spanish 430: The Hispanic Presence in the USA

Spanish 530: Advanced Spanish Language in the Lawrence Community

POLITICAL ACTION

Project V.O.I.C.E.

Other Student Organizations

Amnesty International

SPECIAL NEEDS

ARC

Easter Seals Swimming

EMARC Swimming

Greenery

Windrush Farm

YOUTH

Andover Lawrence String Program

Bancroft Elementary

Bread Loaf Pen Pal Program and Writing Workshop

The Children's Place at Phillips Academy

Community Day Care Preschool

Community Day Care Latchkey

English 541: Writing Through the Universe of Discourse

Lawrence Boys' Club

Lawrence Girls' Club

Leahy After-School Tutoring Project

Los Amigos After School Program

Music Enrichment

PALS

Project V.O.I.C.E.

Science Club for Girls

Si, Se Puede

Sports Clinics

SIS

Theatre Troupe

World Games

Youth Explorations in Science

SPECIAL EVENTS

Bread and Roses Picnic

City Year Serve-a-thon

Clothing, toy and food drives

Martin Luther King Jr. Day

Spring Celebration Day

Walk for Hunger

Public ond cammunity service ore integrol to the educotionol mission of Phillips Acodemy. In accordance with the school's motto, *non sibi* (not for one's self), the Phillips Acodemy Community Service Progrom strives to:

- promote ond provide structured apportunities for students, staff ond foculty to engoge in public service;
- foster colloborotive relotionships with individuols, orgonizotions ond schools that oddress problems ond build upon ossets of locol ond globol communities;
- connect academic learning to community problem solving through the develapment af service learning caurses in a variety of disciplines;
- inspire responsibility ond personol growth by supporting volunteers, encouroging student initiotives ond providing o comprehensive leodership educotion progrom; ond
- motivote students to consider ond oct upon issues of saciol justice ond civic responsibility ond thus foster o commitment to o lifetime of effective porticipatian in public life.

— The Community Service Program Mission Statement written by the 1997-98 student coordinators and faculty advisory board.

米

"When I joined Cantata Choir during my lower year, I had no idea what it would do for my Andover career. Music was always a hobby of mine, but the program here has made music an integral part of my life. Mr. Thomas is an unbelievably gifted teacher, and challenges us with unique musical pieces. Every spring break, Cantata Choir and the orchestra travel somewhere abroad and perform. The tour has become a combination of cultural and musical experience for all of those involved. This year we traveled to Puerto Rico, and needless to say, everyone had a blast. Being a part of Cantata is a major commitment, but I'm grateful for every moment of it."

— Amita Singh '01, Naperville, Ill.

"If I could give incoming students one piece of advice, I would tell them never to be afraid. Use your time at Andover to the fullest—don't hesitate to meet new people; ask questions; raise your hand; pick up a new sport or instrument. Andover gives you the gift of education and opportunity—use it!"

—Teresa Lake '00, Kingston, Jamaica

PART EIGHT: ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER

The school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni, parents and friends, further financial assistance is available. (See Financial Aid and Financial Planning, page 127.)

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by Jan. 15, and to boarding candidates who complete the application and interview by Feb. 1. A decision from the Admission Committee will be mailed on March 11. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1.

A deposit of $1,500 is required to reserve a place at the time admission is offered to an applicant. If you have questions about Andover's admission or application procedures, call or write.

Admission Office
Phillips Academy
Andover, Massachusetts 01810-4161

Admission Office direct line: (978) 749-4050
Academy switchboard: (978) 749-4000 ext. 4050
Admission Office e-mail: admissions@andover.edu
Academy Website: www.Andover.edu
Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m. and designated Saturdays, 8:30 a.m. to 12 noon, Oct. 1 through Jan. 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. This is a one-time only choice which must be made when the application is submitted to the Admission Office. Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home versus school residence for the student. The Admission Office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission officer, apply as boarders and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. Return Preliminary Application

Submit the Preliminary Application, located in the pocket at the back of the catalog, and the non-refundable $40 fee as soon as possible. (Checks are to be made payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application and fee are received.**

2. Schedule a Personal Interview

Day student candidates must complete their interviews by Jan. 15 and boarding candidates by Feb. 1. Candidates are encouraged to schedule interviews in either the spring, summer or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the academy is desirable, as it gives candidates a chance to have questions answered and to see the school. If a candidate or a member of the candidate's family needs disability related accommodations, please notify the admission staff at 978-749-4050 in advance of scheduling an

interview so we can make appropriate arrangements. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art or the Peabody Museum of Archaeology or watch games and practices. Candidates who cannot visit the academy are themselves responsible for arranging an interview with an Alumni Admission Representative (See page 131). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by Jan. 15 should contact the Admission Office for assistance.**

3. Return the Final Application Forms

Final application forms, mailed in mid-November, should be completed and returned as soon as final or midsemester grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by Jan. 15 and to boarding applications submitted by the advertised deadline of Feb. 1. (Candidates who apply after Feb. 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9-11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL). Many candidates register for the SSAT online at www.ssat.org.

SECONDARY SCHOOL ADMISSION TEST

The 2001-2002 *Student Guide,* published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This Student Guide describes the Secondary School Admission Test, which will be given on the following dates:

- November 10, 2001
- December 8, 2001
- January 12, 2002
- February 2, 2002
- March 2, 2002
- April 20, 2002
- June 15, 2002

* *International administration*

Candidates are strongly urged to take the SSAT administered in either November or December 2001. Otherwise, candidates should take the January 2002 administration.

TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (ETS 609-771-7600). One may register online for the PSAT and SAT at www.collegeboard.com.

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 2001-2002 is $26,900 for boarding students and $20,900 for day students. The average annual cost to educate a student at Andover is approximately $49,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents and friends. To reserve a student's place for a given school year, a deposit in the amount of $1,500 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1 in the case of a returning student. It is non-refundable under any circumstances.

The tuition, less the above deposit, is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due Dec. 1. The award of financial aid scholarship or loan reduces the billed amount accordingly.

No tuition refund will be made for any student who withdraws, is dismissed or is absent for any reason after registration.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect

against the departure of a student for any reason. Under this plan, 65 percent of the unused portion of the tuition for school days remaining is refunded.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring whatever other personal athletic equipment they already possess.

OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies or breakage and/or damage to school property. Typically these expenses total about $2,000. Tuition does not cover private music lessons or the cost of participation in the Washington Intern Program, School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the academy. Students with past-due bills may be asked to leave at any time. The diploma of the academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Financial Aid Grants for low-income families, and Financial Aid Grants and low-interest, deferred-payment Student Loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of four payment options.

Financial Aid

Operating Budget:	$7.8 million
Financial Aid Scholarship Grants:	$7.5 million

Average grant for returning students: $18,000

Student Loans:	$500,000 in 2001-2002
	(presently at 6% interest)

If you are not sure whether you qualify for financial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

TO APPLY FOR FINANCIAL AID

1. When filling out the Preliminary Application, parents should check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover prior to Jan. 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the Jan. 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

DIVORCED OR SEPARATED PARENTS

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 11. For more detailed information, direct your letter or telephone call to:

James F. Ventre, *Director of Financial Aid*
Phillips Academy
Andover MA 01810-4161
Telephone: (978) 749-4059

FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, four different payment options designed with the help of KeyBank U.S.A. Briefly, the options are: a one-time tuition payment which avoids tuition increases; two programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

The Andover Plan provides three additional options for a range of family situations.

	Monthly Payment Plan	Achiever Loan®	Guaranteed Tuition Single Payment
Features	• Annual education expenses, or family contributions for financial aid recipients, in 10 equal monthly payments • Application fee of $55 • Family pays Key Education Resources® who pays Phillips Academy	• Reserve the funds for 1 to 4 years of school; interest is charged only on the amounts actually paid to the school. • Favorable interest rate; set quarterly to 13-week T-Bill + 4.5% • 10-year repayment term	• Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for a junior, three for a lower, two for an upper
Benefits	• No credit review • No interest • Payments are spread over 10 months • Optional Education Completion Protection • Families may budget any annual amount of expense over 10 months • Direct Debit Option—payments can be automatically withdrawn from your checking account	• Apply by fax, mail or phone – conditional approval in as little as 24 hours • Flexible repayment terms • Low interest rate and overall cost • Can also be used for college • Optional Education Completion Protection	• No tuition increases
Eligibility	• Families receiving financial aid and those not receiving financial aid	• Families receiving financial aid and those not receiving financial aid	• Families not receiving financial aid
Obligation	• Monthly payments to Key Education Resources®	• Monthly payments to Key Education Resources®	• Prepayment of entire four, three, or two years of tuition at first year's rate
Source	• Family funds	• Loan	• Family funds
Telephone	1-800-KEY-LEND	1-800-KEY-LEND	1-800-749-4504
Website	www.key.com/educate	www.key.com/educate	email: billing@andover.edu

INTERVIEWS WITH ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone the most conveniently located alumni admission representative and arrange for an interview. After you arrange for an interview with an alumni admission representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an alumni admission representative interview should communicate with the admission office for assistance. All interviews with alumni admission representatives must be conducted by Jan. 15 for day student candidates or Feb. 1 for boarding student candidates or the candidate will not receive a March 11 decision. Applicants interviewed after those deadlines will be considered as late candidates.

Alumni admission representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.

A list of alumni representatives begins on the next page.

ALASKA

Anchorage

Kevin Fitzgerald '78
1525 N Street, 99501
(907) 274-4431 (H)
(907) 258-8750 (W)

Juneau

Andy Hemenway '66
P.O. Box 22506, 99802
(907) 586-3789 (H)
(907) 465-2252 (W)

ARIZONA

Phoenix

Kelly A. McMullen '66
16054 S. Eleventh Place, 85048
(480) 460-0639 (H)
(602) 506-8091 (W)

Tucson

Donald B. Rollings '70
363 South Meyer, 85701
(520) 623-4091 (W)

CALIFORNIA

Corona del Mar

John Kidde '64
3907 Inlet Isle Drive, 92625
(949) 640-7075 (H)
(562) 431-1379 (W)

Encino

Jeffrey L. Reuben '78
3901 Lake Vista Ct., 91316
(310) 201-3505 (W)

Los Angeles

Chrissy Bergren '93
1522 South Bentley Avenue, 90025
(310) 231-7221 (H)

David A. Cathcart '57
Gibson, Dunn & Crutcher
333 S. Grand Avenue, 90071
(213) 229-7308 (W)

Patrick A. Cathcart '64
Hancock, Rothert & Bunshoft
515 South Figueroa Street, 17th Floor, 90071
(213) 623-7777 (W)

Robert J. Cathcart '64
515 South Figueroa Street, 8th Floor, 90071
(213) 955-5552 (W)

Trevor A. Grimm '56
Kaplanis & Grimm
621 S. Westmoreland Avenue #200, 90005
(213) 380-0303 (W)

Jolena O. James '86
1225 S. Wilton Place, 90019
(323) 732-2000 (H)

Johnson B. Lightfoote, M.D. '69
USC University Hospital
Dept. of Radiology, 90033
(626) 339-7755 (H)

T.K. Vodrey '52
c/o Tom Bergin's Tavern
840 S. Fairfax Avenue, 90036-4421
(310) 275-5529 (H)
(323) 936-7151 (W)

Oakland

Nicole Williamson '95
20 Anair Way, 94605
(510) 638-3351 (H)

Orinda

Elizabeth Smith Reed '76
107 Camino Don Miguel, 94563
(925) 253-9842 (H)

Pasadena

Robert J. Cathcart '64
677 LaLoma Road, 91105
(213) 955-5552 (W)

F. Jack Liebau Jr. '81
225 S. Lake Avenue #400, 91101
(626) 304-9222 (H)
(626) 449-4900 (W)

San Diego

Robert Allenby '83
3111 Kingsley Street, 92106
(619) 223-7229 (H)
(619) 595-1209 (W)

San Francisco

DeWitt K. Burnham Jr. '74
2612 Scott Street, 94123
(415) 921-2230 (H)

Nathaniel M. Cartmell III '69
Pillsbury Madison & Sutro LLP
P.O. Box 7880, 94120
(510) 848-2999 (H)
(415) 983-1570 (W)

Harrison Chang '80
L.F. International, Inc.
360 Post Street, Suite 705, 94108
(415) 495-4568 (H)
(415) 399-0110 Ext. 13 (W)

Stacy Metcalf '90
2191 Pine Street, Apt.#6, 94115
(415) 923-0503 (H)

Samuel R. Miller '66
Folger, Levin & Kahn
Embarcadero Center West
275 Battery Street, 23rd Floor, 94111
(415) 986-2800 (W)

San Marino

Patrick A. Cathcart '64
2657 Oak Knoll Avenue, 91108
(626) 458-9515 (H)

Santa Barbara

W. Wright Watling '68
P.O. Box 40812, 93140-0812
(805) 965-3929 (H)
(805) 899-0010 (W)

Santa Monica

Brewster MacWilliams '77
527 San Vincente Boulevard, 90402
(310) 451-9385 (H)

Thousand Oaks

Jane Tsai Weaver '90
829 Riverrock Circle, 91362
(818) 889-5044 (W)

Venice

Andrew Bakalar '82
1097 Nowita Place, 90291
(310) 392-0503 (H)

COLORADO

Englewood

William R. Rapson '63
4480 South Lafayette Street, 80110
(303) 789-4424 (H)
(303) 830-2500 (W)

Denver

Anthony T. Accetta '61
3300 East First Avenue, #620, 80206
(303) 355-2532 (H)
(303) 756-8188 (W)
(in New York for '01-'02)
(212) 685-1000

George R. Ireland '74
2025 East Fourth Avenue, 80206
(303) 329-6510 (H)
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Soccer

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COLLEGE MATRICULATIONS FOR THE CLASS OF 2000

College	Admitted	Matriculated
American University	4	1
Amherst	14	2
Babson	4	2
Barnard	9	3
Bates	13	2
Boston College	23	8
Boston University	46	11
Bowdoin	6	3
Brandeis	7	1
Brown	21	8
U Cal/Berkeley	5	1
UCLA	5	2
U Cal/Santa Cruz	2	1
Cambridge U/England	1	1
Carnegie Mellon	19	5
U Chicago	28	9
Colby	11	3
Colby Sawyer	1	1
Colgate	8	4
Colorado College	1	1
U Colorado	5	2
Columbia	33	21
U Connecticut	3	1
Cornell	21	8
Dartmouth	14	8
Davidson	3	2
Duke	19	8
Emory	13	3
Endicott	1	1
Franklin and Marshall	3	2
Georgetown	27	6
Hamilton	6	1
Hampshire	4	2
Harvard	20	17
U Hawaii	2	1
Holy Cross	10	1
U Illinois	4	1
Imperial College/London	2	1
Johns Hopkins	17	6
Macalester	2	1
U Maine	1	1
U Maryland	3	1
MIT	11	6
U Massachusetts	17	5
McGill	14	7
Michigan State	6	2
U Michigan	24	1
Middlebury	14	8
U New Hampshire	3	2
NYU	26	6
North Carolina State	1	1
U North Carolina	4	1
Northeastern	5	1
Northwestern	13	7
Occidental	4	2
U Pennsylvania	11	6
Princeton	9	5
RPI	3	2
Rochester Inst. Tech.	3	1
St. Mary's/Indiana	1	1
Sarah Lawrence	1	1
Smith	7	2
South Carolina State	1	1
U Southern California	8	2
Stanford	10	5
Syracuse	14	1
U Texas	3	1
U Toronto	1	1
Trinity/Conn.	14	5
Trinity College/Ireland	1	1
Tufts	26	7
Tulane	13	1
Union	3	1
US Naval Academy	2	1
Vanderbilt	12	3
U Vermont	13	2
U Virginia	7	1
Washington and Lee	1	1
Washington U/St. Louis	11	1
Wellesley	10	5
Wesleyan	23	11
West Viriginia Wesleyan	1	1
Williams	13	4
Winston Salem State	1	1
U Wisconsin	12	2
Yale	18	16

2000-2001 STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION

Alabama	2
Arizona	5
California	72
Colorado	3
Connecticut	35
Delaware	3
District of Columbia	5
Florida	17
Georgia	9
Hawaii	4
Illinois	26
Indiana	4
Iowa	2
Kentucky	3
Maine	16
Maryland	10
Massachusetts	461
Michigan	4
Minnesota	1
Missouri	7
Montana	2
Nevada	1
New Hampshire	27
New Jersey	28
New Mexico	1
New York	118
North Carolina	11
Ohio	5
Oregon	7
Pennsylvania	22
Rhode Island	7
South Carolina	6
Tennessee	4
Texas	19
Utah	1
Vermont	6
Virginia	9
Washington	8
West Virginia	2
Wisconsin	4
Wyoming	1
U.S.V.I. & PR	3
Total U.S.	980

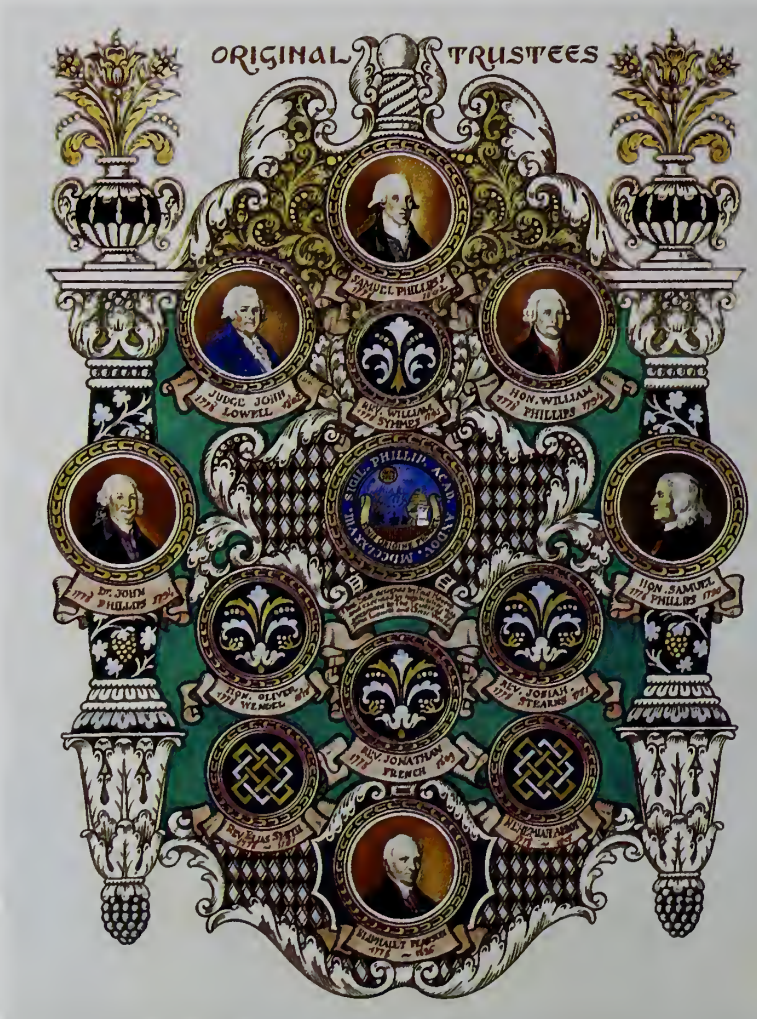
Based on place of current residence, not citizenship.

Australia	1
Brazil	1
Canada	10
England	1
France	4
Germany	1
Hong Kong	16
India	4
Indonesia	5
Italy	1
Jamaica	3
Japan	2
Korea	8
Lithuania	1
Madagascar	1
Malaysia	1
Mexico	1
Romania	1
Saudi Arabia	8
Scotland	1
Singapore	5
Spain	1
Taiwan	4
Thailand	3
Yugoslavia	1

Total International	85
Total U.S.	980
School Total	1,065

Seniors	305
Uppers	275
Lowers	277
Juniors	208
	1,065

Total Boarding Students	786
Total Day Students	279
Total	1,065


ORIGINAL TRUSTEES
SAMUEL PHILLIPS
1778 1801
JUDGE JOHN
1778 LOWELL 1840
REV. WILLIAM
1778 SYMMES 1796
HON. WILLIAM
1778 PHILLIPS 1793
DR. JOHN
1778 PHILLIPS 1823
HON. SAMUEL
1778 PHILLIPS 1802
HON. OLIVER
1778 WENDELL 1814
REV. JOSIAH
1778 STEARNS 1815
REV. JONATHAN
1778 FRENCH 1843
BENJAMIN PEIRCE
1778 1836

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Clerk of the Board
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Houston, Texas

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Alexandria, Virginia

Ex Officio

Stephen C. Sherrill '71
New York, New York

effective July 1, 2001

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R.L. Ireland III '38
Thomasville, Georgia

Carol Hardin Kimball '53
Lyme, Connecticut

William M. Lewis Jr. '74
New York, New York

John D. Macomber '46
Washington, D.C.

John U. Monro '30
Claremont, California

Gerard Piel '33
New York, New York

Elizabeth Parker Powell '56
Wellesley Hills, Massachusetts

Alexander B. Trowbridge '47
Washington, D.C.

Nor think the difference mighty as it seems
Between life's morning and its evening dreams;
Fourscore, like twenty, has its tasks and toys;
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*
by Oliver Wendell Holmes

Selected Administrators

2001-2002 Academic Year

Office of the Head Of School

Barbara Landis Chase
Head of School
A.B., M.L.A.

Rebecca M. Sykes
Associate Head of School
A.B., M.S.W.

Office of the Dean of Faculty

Stephen D. Carter
Dean of Faculty
Sc.B., M.A.L.S.

Office of the Dean of Studies

Vincent B.J. Avery
Dean of Studies
S.T.L., S.T.D.

Herbert Harry Morton III
Registrar
A.B.

Corbin F. Lang
Associate Dean of Studies
Scheduling Officer
B.S., M.S.

Office of the Dean of Students and Residential Life

Marlys A. Edwards
Dean of Students and Residential Life
B.A., M.A.

Priscilla K. Bonney-Smith
Associate Dean of Students and Residential Life
B.A., M.A.T., M.A.

Patricia C. Russell
Abbot Cluster Dean
A.B., M.A.T.

Paul Daniel Murphy
Flagstaff Cluster Dean
B.A., M.S.T.

Linda C. Griffith
Pine Knoll Cluster Dean
B.A., M.Ed.

Kathryn A. Birecki
West Quadrangle
North Cluster Dean
B.S.

Peter D. Washburn
West Quadrangle
South Cluster Dean
B.A.

Business Office

Neil H. Cullen
Chief Financial Officer
B.A., M.A., Ph.D.

Office of Admission and Financial Aid

Jane Foley Fried
Dean of Admission
A.B. (on sabbatical fall term)

James F. Ventre
Director of Financial Aid and Admission Operations
A.B.

Deborah B. Murphy
Senior Associate Dean of Admission
B.A., Ed.M. (Acting Dean of Admission fall term)

Elaine Dimopoulos
Admission Counselor
B.A.

John Dugan
Admission Counselor
B.A.

Elisa M. Joel
Associate Dean of Admission
B.A. (on leave fall term)

Vivien Valenzuela Mallick
Assistant Dean of Admission
B.A.

Brendan J. McGrail
Associate Dean of Admission
B.A. (Acting Senior Associate Dean fall term)

Craig A. Robinson
Director of Diversity and Multicultural Recruitment
Assistant Dean of Admission
B.A., M.A., M.A.

Marten J. Wennik
Associate Dean of Admission
B.A.

Office of Academy Resources

Peter R. Ramsey
Secretary of the Academy
B.A.

Christine M. Atwood
Director of Development
B.S., M.S.

Sharon A. Britton
Director of Communications
B.A., M.A.

Patricia A. Diodati
Director of Information Services

Michael Joseph Ebner
Protestant Chaplain
Director of Alumni Affairs
B.A.

Ann C. Harris
Campaign Director
B.A., M.B.A.

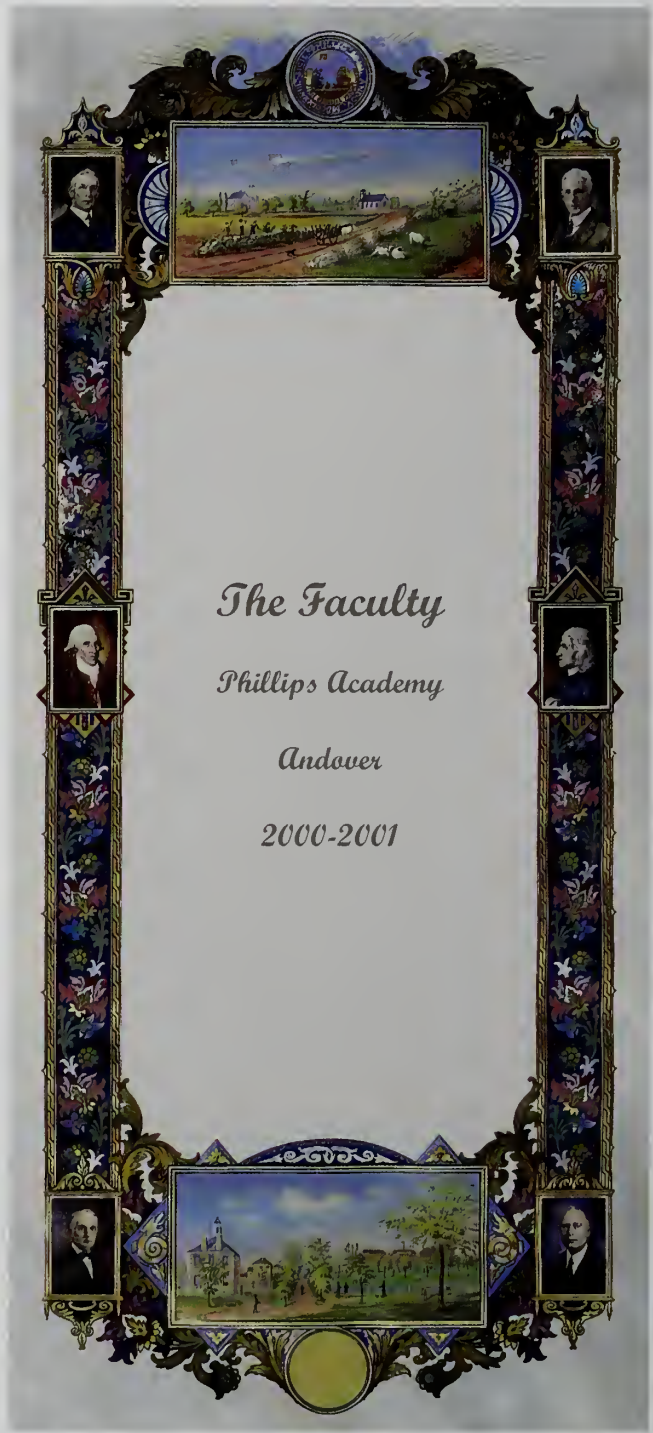
Office of Community and Multicultural Development

Robert A. Edwards
Dean of Community and Multicultural Development
B.A.

Athletic Department

Martha Gourdeau Fenton
Director of Athletics on the John H. Castle Jr. Foundation for the Director of Athletics
B.A., M.M.S.

Kathryn A. Dolan
Assistant Athletic Director
B.S.



The Faculty

Phillips Academy

Andover

2000-2001

ANDOVER FACULTY

2000-2001 Academic Year

The date following the name indicates the year the person joined the Andover faculty.

JORGE S. ALLEN 2000
Instructor in Spanish
B.A. Centro de Estudios Universitarios; M.A. Purdue University

YASMINE B. ALLEN 2000
Instructor in Spanish
B.A. DePauw University; M.A. Purdue University

MAX CHARLES ALOVISETTI 1986
Assistant Director of Psychological Services
Instructor in Psychology
B.A., M.S. City College of N.Y.; Ph.D. University of Rhode Island

ELIZABETH GRACE AUREDEN 1991
co-director of the Teaching Fellow Program
Instructor in Music
B.M., M.M. Eastman School of Music

VINCENT BEDE JOHN AVERY 1976
Dean of Studies
Instructor in Philosophy and Religious Studies on the Independence Foundation Teaching Endowment No. 3
S.T.L. Gregorian University; S.T.D. Academia Alphonsiana, Rome

BRUCE WILSON BACON 1994
Chair of the Theatre & Dance Department
Instructor in Theatre & Dance
Technical Director
B.A. Amherst College; M.F.A. Yale School of Drama

LESLIE VERONICA BALLARD 1973
Instructor in Chemistry
B.A. Sarah Lawrence College; M.A.T. Harvard University

SETH BURTON BARDO 1981
Instructor in English on the Walter Scott Leeds Teaching Foundation
B.A. Yale; M.A.T. Harvard

HOLLY A. BARNES 2000
Instructor in Music
B.M. Indiana University; M.M. University of Southern California; M.M. Boston University

DONALD THOMPSON BARRY 1980
Instructor in Mathematics
B.A. Carleton College; M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995
Complementary House Counselor
Academic Adviser
B.A. Carleton College; M.El.Ed. Goucher College

CLYFE GORDON BECKWITH 1992
Chair of Physics Department
Instructor in Physics
B.A. Dartmouth College; M.S., Ph.D. Boston College

LOUIS MICHAEL BERNIERI 1977
Instructor in English
Director of Global Learning Workshop
A.B. Harvard University; M.A. Middlebury College

CARL WALKER BEWIG 1986
Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI 1984
Athletic Trainer
Dean of West Quad
North Cluster
B.S. Central Connecticut State University

PAMELA MARIE BOEHM 2000
Instructor in History and Social Science
B.A. Bowling Green State University; M.A. State University of New York/ Albany; Ph.D. Bowling Green State University

PRISCILLA KEENE BONNEY-SMITH 1974
Associate Dean of Students and Residential Life
Psychological Counselor
Instructor in Life Issues on the Class of 1915/Garrigues Teaching Foundation
A.B. Bates College; M.A.T. Brown University; M.A. Lesley College

TERUYO SHIMAZU BOURNE 1999
Instructor in Japanese
B.A. Seinan Gakuin University; Ed.M. University of North Carolina

JAMES WESLEY BRADLEY 1990
Director of the Robert S. Peabody Museum of Archaeology
B.A. Allegheny College; M.A., Ph.D. Syracuse University

CAROLE BRAVERMAN 1979
Instructor in English
B.A. Brooklyn College; M.A. Purdue University

CAROLYN B. BRECHER 1974
Instructor in Modern Dance
Assistant Director of the Audio-Visual Center
B.A. Bard College

NANCY BUDIN BROTHER 1981
(ON LEAVE)
Director of Academic Counseling
B.S. University of Nebraska; Ed.M. University of Lowell

KEVIN FRANCIS CARDOZO 1992
Instructor in Chemistry
B.A. Haverford College

DEBORAH LYNN CARLISLE 1992
Instructor in Chemistry
B.S., M.S. University of New Hampshire

STEPHEN DOUGLAS CARTER 1980
Dean of Faculty
Instructor in Mathematics
Sc.B. Brown University; M.A.L.S. Wesleyan University

MARIA ANNE CATALDO 2000
Roman Catholic Chaplain on the Philip M. Drake Catholic Ministry Foundation
B.A. Catholic University of America; M.A. University of Notre Dame

ALBERT ROMAN CAUZ 1994
Instructor in Spanish
B.A. Boston College; M.A. Middlebury College

PAUL DAVIS CERNOTA 1999
Instructor in Chemistry
Adviser for Gay, Lesbian & Bisexual Issues
A.B. Princeton; Ph.D. University of California

BARBARA LANDIS CHASE 1994
Head of School on the Foundation in Honor of John P. Stevens Jr.
Instructor in History & Social Science
A.B. Brown University; M.L.A. Johns Hopkins University

PETER MICHAEL CIRELLI 1994
Instructor in Music
B.M. New England Conservatory of Music

NIKKI ROCHELLE CLEARE 1994
Instructor in Mathematics
B.S. Loma Linda University; M.A. University of Montana

ANDREW JAMES CLINE 1979
Instructor in Mathematics
B.A. College of Wooster; M.A.L.S. Wesleyan University

MARGARET M. COHEN 2000
Acting Co-Director of the Oliver Wendell Holmes Library
B.A. University of Massachusetts; M.L.I.S. Simmons College

THOMAS EDWARD CONE III 1966
(ON LEAVE)
Instructor in Biology
Director of PALS Program
B.S. Trinity College; M.A.T. Brown University

ALEXANDRA MARIE CORNELIUS 1999
Associate Director of IRT
B.A. Hunter College; M.A. Purdue University

BRIAN DAVID COX 1997
Head Trainer, Athletics
Instructor in Athletics
B.S. Northeastern University

DOUGLAS EVERETT CRABTREE 1971
Instructor in Mathematics on the Jonathan French Foundation
A.B. Bowdoin College; M.A. Harvard University; Ph.D. University of North Carolina

ROBERT LEE CRAWFORD 1971
Instructor in History and Social Science
B.A. Northwestern University; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania

ELAINE CRIVELLI 1997
Chair of Art Department
Instructor in Art
B.A. West Chester University; M.F.A. University of Delaware

NEIL H. CULLEN 1986
Chief Financial Officer
B.A. University of Rochester; M.A. Cornell University; Ph.D. Michigan State University

HILARY WALTHER CUMMING 1994
(ON LEAVE)
Instructor in Music
B.M. Northwestern University; M.M. Indiana University

H. MANNING CURTIS 1999
Co-House Counselor
BS., M.S., M.D. Tulane University

MARGARITA O'BRYNE CURTIS 1986
Head of the Division of World Languages on the David M. Underwood Teaching Foundation for the Chair of the Language Division
Instructor in Spanish
B.A. Tulane University; B.S. Mankato State University; M.A., Ph.D. Harvard University

KATHLEEN MARY DALTON 1980
Instructor in History and Social Science on the Cecil F.P. Bancroft Teaching Foundation
B.A. Mills College; M.A., Ph.D. Johns Hopkins University

PATRICIA BOYCE DAVISON 2000
Interim Assistant Director of the Academic Support Center
B.S. Fitchburg State College; M.Ed. McGill University

GEORGE MACNAMARA DIX 1972
Instructor in Spanish
A.B. Brown University; A.M. Middlebury College

MARCELLE ANNE DOHENY 1992
(ON LEAVE SPRING TERM)
Instructor in History and Social Science on the Lumpkin Family Bicentennial Instructorship
B.A. University of York, U.K.; Postgraduate Certificate of Education, University of Oxford, U.K.

KATHRYN ANN DOLAN 1990
Assistant Director of Athletics
Instructor in Athletics
B.S. University of New Hampshire

JEFFREY CHARLES DOMINA 1999
Instructor in English
A.B. Duke University; M.A. University of Virginia

PETER LAWRENCE DRENCH 1986
(ON LEAVE)
Instructor in History and Social Science
B.A. Cornell University; M.A. Tufts University

KEVIN J. DRISCOLL 1997
Director of Student Activities
B.A. Saint Michael's College

MICHAEL JOSEPH EBNER 1995
Protestant Chaplain
Director of Alumni Affairs
B.A. Rollins College

TERRY JOYCE EBNER 1997
Co-House Counselor
Acadmic Adviser
B.A. Rollins College

MARLYS ANN EDWARDS 1990
Dean of Students and Residential Life
Instructor in English
B.A. Brooklyn College; M.A. Middlebury College

ROBERT ANDREW EDWARDS 1986
Dean of Community and Multicultural Development
B.A. Howard University

MARK EDWARD EFINGER 1993
Instructor in Theatre
B.A. Middlebury College; M.F.A. University of North Carolina

ADA MEI FAN 1983
Instructor in English on the Alfred Ernest Stearns Teaching Foundation
B.A. Harvard University; M.S. Boston University; M.A., Ph.D. University of Rochester

SUSAN C. FAXON 1986
Associate Director and Curator of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian
B.A. Smith College; M.S. Columbia University Graduate School

VIRGINIA MAUREEN FAY 1999
Associate Director of College Counseling
A.B., M.A. Duke University

MARTHA GOURDEAU FENTON 1994
Director of Athletics on the John H. Castle Jr. Directorship of Athletics
Chair of Athletics Department
Instructor in Athletics
B.A. Bowdoin College; M.M.S. Lesley College

KELLY MARIE FLYNN 1994-95, 1997
Instructor in English
B.A. Harvard University; M.F.A. University of Iowa

JANE FOLEY FRIED 1991
Dean of Admission on the Joshua Lewis Miner III Deanship of Admission Foundation
B.A. Bowdoin College

SHAWN FULFORD 1989
Instructor in Mathematics
B.S. William and Mary; M.A. Duke University

MARY L. FULTON 1985
Instructor in English
B.A. Mount Holyoke College; M.A. University of Virginia; Ph.D. University of New Hampshire

ELLEN MARY GLOVER 1991
(ON LEAVE FALL TERM)
Instructor in Mathematics
B.A. Mount Holyoke College; M.Ed. Harvard University

LYDIA BUTLER GOETZE 1980
Chair of Biology Department
Instructor in Biology on the A. Wells Peck Teaching Foundation
A.B. Radcliffe College; M.A.T. Johns Hopkins University

RICHARD BRUCE GORHAM 2000
House Counselor
B.A. University of Massachusetts

JOHN ALLEN GOULD 1982
Instructor in English
B.A. Williams College; M.A. Indiana University

CHAD ALLAN GREEN 1996
Director of Community Service
B.A. Lewis and Clark College

KATHRYN LUCIER GREEN 1994
Instructor in Mathematics
B.A. Boston University; M.S.T. University of New Hampshire

MARESSA STEPHANIE GRIECO 1999
Instructor in English
B.A. Wellesley College, M.A. University of New Hampshire

LINDA C. GRIFFITH 1990
Dean of Pine Knoll Cluster
Instructor in English
B.A. Vassar College; M.Ed. Cambridge College

MAXINE S. GROGAN 1989
Dean of Summer Session Admission
B.A. Merrimack College

THOMAS RICHARD GUDEN 2000
Interim Instructor in Latin
B.A. Bowdoin College

CHRISTOPHER JUDE GURRY 1974
Instructor in History and Social Science on the Martha Cochran Foundation
A.B. Harvard College; M.A. Tufts

JEREMIAH C. HAGLER 2000
Visiting Scholar in Molecular Biology on the
Visiting Scholar Chair
B.A. University of California / Santa Cruz; Ph.D. Cornell University

THOMAS ROBERT HAMILTON 1969
Instructor in Biology
B.S. Tusculum College; M.S. University of Pennsylvania; M.A.T. Brown University; Ph.D. Ball State University

YUAN HAN 1988
(ON LEAVE)
Chair of Chinese Department
Instructor in Chinese
B.A. Shanghai Foreign Language Institute; M.A., Ph.D. Ohio State University

FRANK LEE HANNAH 1968
Instructor in Mathematics
A.B., A.M. Dartmouth College

MARGARET LUCILLE HARRIGAN 1992
Instructor in Art
B.F.A. Tufts University; M.F.A. University of Connecticut

JULIA WELLS HARRISON 1997
Instructor in Art
B.A. Barnard College; M.Arch. University of Maryland

KEVIN PATRICK HEELAN 1983
Instructor in Theatre & Dance
B.A. St. Mary's College of Maryland; M.F.A. Smith College

KIMBALL DAVIS HEELAN 1991
Academic Adviser
B.A. Smith College

KATHERINE ANNE HENDERSON 1984
(ON LEAVE)
Associate Athletic Director
Instructor in Athletics
B.S. State University of New York; M.S. University of New Hampshire

VICTOR WILLIAM HENNINGSEN III 1974-1979, 1985
Chair of Department of History and Social Science on the Class of 1945 Teaching Foundation
Instructor in History and Social Science
B.A. Yale; M.A. Stanford; Ed.M., Ed.D. Harvard University

HENRY LYNN HERBST 1972
Chair of French Department
Instructor in French
A.B. Hamilton; A.M. University of Pennsylvania

SALLY CHAMPLIN HERBST 1974
Instructor in French
A.B. Mount Holyoke College; M.A. Tufts

JENNIFER R. HEYNE 2000
Instructor in History and Social Science
B.A. California State University; M.A. University of California/Riverside; Ph.D. University of California/ Santa Cruz

THOMAS SALKALD HODGSON 1977
Instructor in Philosophy and Religious Studies
B.A. Williams College; M.A. Yale University

SCOTT WILLIAM HOENIG 1999
Instructor in Mathematics
A.B. Bowdoin College

LEON MELVIN HOLLEY JR. 1993
Instructor in Biology
B.S. Howard University; M.A. Hampton University

CHENG-YU HUANG 1986 (SYA- CHINA)
Instructor in Mathematics
B.A. Shanghai University; M.A. Ohio State University

ELIZABETH MEYER IDZIK 1998
Instructor in Classics
B.A., M.A. University of Colorado; Ph.D. Boston University

CAROL JANE ISRAEL 1985
Director of Psychological Services
Chair of Psychology Department
Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago

MARGARET N. JACKSON 1983
Assistant Director of Psychological Services
Instructor in Psychology
B.A. State University of New York at Binghamton; M.Mus. Manhattan School of Music; M.A., Ph.D. Long Island University

ELISA MARIA JOEL 1994
Associate Dean of Admission
B.A. Amherst College

PENNY PAWLING JOEL 1986-1995, 1998
House Counselor
B.A. Dickinson College

CHRISTOPHER L. JONES 2000
Instructor in History and Social Science
B.A. Amherst College

ZANDRA LENISE JORDAN 1998
Instructor in English
Adviser to Black & Latino students
B.A. Spelman College; M.A. Brown University

SUZY COLETTE JOSEPH 1980
Instructor in French on the Samuel Harvey Taylor Foundation
Licence d'Anglais, La Sorbonne; M.A. Indiana University

PAUL KALKSTEIN 1970
Instructor in English on the Independence Foundation Teaching Endowment #2
A.B. Princeton; M.A.T. Yale

RICHARD JON KELLER 1992
School Physician
Board Certified Pediatrics and Pediatric Endocrinology
B.S. Yale University; M.D. New York University School of Medicine

CAROLYN EMILY KELLY 1986
Instructor in English on the Abbot Academy Teaching Foundation
B.A. Yale College; M.A. Simmons College

KAREN ANGELA KENNEDY 1985
(ON LEAVE SPRING TERM)
Scheduling Officer
Instructor in Athletics
B.S. Springfield College; M.A. Boston University

CRISTINA SUAREZ KEREKES 1986
Chair of Chemisry Department
Instructor in Chemistry
B.S., M.S. Purdue University

AGATHA GIGLIO KIP 1996
House Counselor
School Nutritionist
B.S. University of New Hampshire; M.S. Framingham State College

NICHOLAS VAN HOUTEN KIP 1968
Chair of Classics Department
Instructor in Classics on the Alfred Lawrence Ripley Foundation
A.B. Princeton University; M.A. Trinity College

NEIL E. KOMINSKY 1995
Jewish Chaplain
B.A. Harvard College; B.H.L., M.A.H.L., Hebrew Union College

MARC DANA KOOLEN 1974
Instructor in Biology
B.S. St. Lawrence University; M.S. Purdue University

ELIZABETH G. KORN 1986
Interim Director of Academic Counseling
B.A. Wesleyan University; Ed.M. University of California at Berkeley; Ed.D. Harvard University

DOUGLAS JOHN KUHLMANN 1983
Instructor in Mathematics
B.S. St. Louis University; M.A., Ph.D. Northwestern University

KYLA ANNE KUPFERSTEIN 2000
Interim Assistant Director in College Counseling
B.A. Vassar College

MICHAEL J. KUTA 1983
Instructor in Athletics
Athletic Trainer
A.S. Berkshire Community College; B.S. Northeastern University

JUDITH R. LANDOWNE 1995
Assistant to Associate Dean of Students
Psychological Counselor
House Counselor
B.A. Franklin & Marshall College; M.A. New York University

CORBIN FREDERICK LANG 1996
Associate Dean of Studies
Scheduling Officer
Instructor in Mathematics
B.S. University of Oregon; M.S. Montana State University

NANCY MARIE LANG 1993
Instructor in Mathematics
Coordinator of School Evaluation (Fall Term)
B.A. Cornell University; M.S. University of Massachusetts at Lowell

CHRISTOPHER N. LARSEN 2000
Interim Instructor in Biology and Chemistry
B.S., B.A. Mercer University; Ph.D. Emory University

JANICE MARIE LISIAK 1989
Director of Summer Session
B.A. Carlow College; M.A. Lesley College

MARIA MOROZ LITVIN 1987
Instructor in Mathematics
Director of the AP-PA Program
M.S. Moscow School of Education

PETER ANTHONY LORENCO 1983
Instructor in Music

MEI LYNN 2000
Instructor in Chinese
B.S. Tunghai University/ Moscow

JOHN RICHARD MAIER 1987
Chair of Spanish Department
Instructor in Spanish
B.A. Ohio Wesleyan University; M.A. University of Minnesota; Ph.D. University of Wisconsin

SARAH DOROTHY MANEKIN 1999
Assistant to the Head of School
Instructor in History
B.A. University of North Carolina

TEMBA TEBOGO MAQUBELA 1987
Instructor in Chemistry on the John H. Porter Jr. Bicentennial Instructorship
Director of (MS)²
(as of January 2001)
B.S. University of Ibadan; M.S. University of Kentucky

VUYELWA MPHO MAQUBELA 1987-94, 1996
Co-House Counselor
B.A. Fort Hare University

REBECCA DOWNEY MCCANN 1977
(ON LEAVE FALL TERM)
Instructor in Spanish on the Marguerite Capen Hearsey Teaching Foundation
A.B. Lake Erie College; M.A. Middlebury College

SUSAN RICHARDSON MCCASLIN 1977-1981, 1985
Chair of Department of Philosophy and Religious Studies
Instructor in Philosophy and Religious Studies
A.B. Smith College; M.T.S. Harvard Divinity School

BRENDAN JOSEPH MCGRAIL 1998
Associate Dean of Admission
B.A. College of the Holy Cross

THOMAS EARL MCGRAW 1983
Instructor in English
B.A. University of Notre Dame; M.S. Boston University

MICHAEL JAMES MCHUGH 1994
Instructor in Mathematics
B.A. Columbia University; M.S., Ph.D. University of New Hampshire

JOHN KENNEDY MCMURRAY 1968
Instructor in Art
B.A. Washington and Lee University; M.A.T. Harvard Graduate School of Education

DEBORAH MARTIN MERRILL 1998
Associate Director of College Counseling
B.A. George Washington University; M.S.Ed. University of Southern California

PETER T. MERRILL 1989
Chair of Russian Department
Instructor in Russian
Instructor in German
B.A., A.M. University of Pennsylvania; M.A., Ph.D. University of California at Los Angeles

MARY SOPHIA MINARD
AA 1961
Instructor in History and Social Science on the Emilie Belden Cochran Foundation
B.A. Smith College; M.A.L.S. Wesleyan University

LEON ADRIAN MODESTE III
1986
Instructor in Athletics
B.S. Springfield College

VINCENT JOSEPH MONACO
1984
Instructor in Music
B.Ed. University of Massachusetts;
M.M. Boston University

DIANE LYNN MOORE 1993
(ON LEAVE FALL TERM)
Instructor in Philosophy and Religious Studies
Director of the Brace Center
B.A. Drake; M.Div. Harvard University; D.M. Episcopal Divinity School; M.Phil., Ph.D. Union Theological Seminary

HERBERT HARRY MORTON III
1975
Registrar
Instructor in Mathematics
A.B. Dartmouth College

ROBERT ADAMS MOSS JR. 1984
Instructor in French
B.A., M.A. Trinity College

EMILIO MIGUEL MOZO 1984
Instructor in Spanish
B.A. Sir George Williams University; M.A. McGill University

MARY MINOT MULLIGAN 1984
Instructor in History and Social Science
A.B. Mount Holyoke College; J.D. Northeastern University; M.A.L.S. Wesleyan University

RAJESH RAMESH MUNDRA
1996
Assistant Director of the International Academic Partnership
Co-Director of the Teaching Fellow Program
Instructor in Biology
B.A. Brandeis University; M.A.T. Brown University

AYA SILVIA MURATA 1992
International Student Coordinator
Adviser to Asian and Asian American Students
B.A. Bates College; A.M. Harvard University

DEBORAH BURDETT MURPHY
1991
Senior Associate Dean of Admission
B.A. University of Virginia; M.Ed. Boston University

PAUL DANIEL MURPHY 1989
Dean of Flagstaff Cluster
Instructor in Mathematics
B.A. Bates College; M.S.T. University of New Hampshire

BILLY W. MURRAY 1996
Instructor in Theatre & Dance
B.A. St. Andrews Presbyterian College; M.F.A. University of North Carolina at Greensboro

SABINA MILLER MURRAY
2000
Writer in Residence on the Roger F. Murray Teaching Foundation
B.A., M.A. Mt. Holyoke College; M.A. University of Texas

KEVIN THOMAS O'CONNOR
1985
Instructor in English
B.A. University of Notre Dame; M.A. University of Virginia

VINCENT PASCUCCI 1964
(ON LEAVE)
Instructor in Classics and Modern Languages on the John Charles Phillips Foundation
A.B., M.A. Columbia University; Ph.D. Brown University; L.H.D. Georgetown University
Cavaliere, Ordine Merito Repubblica Italiana

RANDALL SCOTT PEFFER 1978
(ON LEAVE, PARTIAL)
Instructor in English
B.A. Washington & Jefferson College; M.A. University of New Hampshire

DAVID ALBERT PENNER 1966
Chair of Mathematics Department
Instructor in Mathematics on the Elizabeth Milbank Anderson Foundation
B.A. Amherst College; M.A. University of Maryland

ROBERT PETER PERRIN 1973
Instructor in Mathematics and in Physics on the Donna Brace Ogilvie Teaching Foundation No. 1
B.S., Ph.D. Massachusetts Institute of Technology

CARROLL PERRY III 2000
Instructor in History and Social Science
B.A. Williams College; M.A. Johns Hopkins University

FRANCESCA PIANA 1986
Instructor in Spanish and in History and Social Science
B.A., M.A. University of San Francisco; M.A. Universidad de Salamanca

David Brian Pottle 1977
Instructor in Classics and in English
B.A. Northeastern University; Ph.D. Tufts University

Meredith Price 1963
Instructor in English
A.B. Amherst College; M.A.T. Harvard University

Kathleen R. Pryde 1994
Instructor in Physics
B.S. University of Washington

Alice Purington 1986
Senior Associate Director of College Counseling
B.A. Vassar College; M.Ed. Tufts University

Edwin Gustavus Quattlebaum III 1973
Instructor in History and Social Science on the Donna Brace Ogilvie Teaching Foundation No. 2
Director of Washington Intern Program
A.B. Harvard College; M.A., Ph.D. University of California at Berkeley

Ruth F. Quattlebaum 1977
Archivist
Instructor in Art
A.B. Wheaton College; M.A. Columbia University

Peter Rathbone Ramsey 1995
Secretary of the Academy
B.A. St. Lawrence University

Craig Anthony Robinson 1997
Director of Diversity and Multicultural Recruitment
B.A. Emory University; M.A., M.A. University of Michigan

James Marshall Rogers Jr. 1985
Instructor in History and Social Science on the John Mason Kemper Class of 1949 Teaching Foundation
B.A. North Carolina Central University; M.A. Appalachian State University

John Edward Rogers 1990
Head of Division of Natural Sciences
Instructor in Chemistry and in Physics on the Richard J. Stern Instructorship
B.A. University of Virginia; A.M. Harvard University

Cyrus Paul Rolbin 1993
(on leave)
Instructor in Japanese
B.A. Vassar College; Ed.M. Harvard University

E. Anthony Rotundo 1981
Instructor in History and Social Science
B.A. Wesleyan University; M.A.T. Harvard University; Ph.D. Brandeis University

Patricia Claire Russell 1989
Dean of Abbot Cluster
Instructor in Biology and in Physics on the Francis C. Robertson Bicentennial Instructorship
A.B., M.A.T. Brown University

Daniel Joseph Schneider 1999
Instructor in Mathematics
A.B. Harvard University

Natalie Gillingham Schorr 1974
Instructor in French on the Ammi Wright Lancashire Teaching Foundation
B.A. McGill University; d.e.s. Aix Marseille; M.A. University of Pennsylvania

Nina Savin Scott 1990-92, 1995
Instructor in English
B.A. Duke University; M.I.A. Columbia University

William Wallace Scott 1987
Instructor in Mathematics
B.A. The Colorado College; M.A.L.S. Wesleyan University

Christopher Livingston Shaw 1982-1988, 1994
(on leave fall and winter terms)
Instructor in History and Social Science
B.A. Wesleyan University; M.A.L.D, Ph.D. Fletcher School of Law and Diplomacy, Tufts University

Carolyn Day Skelton 1972
School Organist
Instructor in Music
B.A. Hastings College; M.M. New England Conservatory of Music

Nathaniel Baldwin Smith 1965
Instructor in Mathematics on the George Peabody Foundation
B.S.E. Princeton University; M.A. Northwestern University

Thomas A. Socci 2000
Instructor in Mathematics
B.S. Yale University

Timothy W. Spratler 2000
Acting Co-Director of the Oliver Wendell Holmes Library
B.A. Northeastern University; M.L.S. Simmons College

Jean Mary St. Pierre AA 1963
Instructor in English and in Theatre on the Independence Teaching Foundation No. 1
A.B. Wheaton College; M.A. Columbia University

Jonathan Angell Stableford 1976
Instructor in English on the Frederick W. Beinecke Teaching Foundation
B.A. Williams College; M.A.T. Wesleyan University

Susan Garth Stott 1981
Director of Business Services
B.A. Wellesley College; M.C.R.P. Harvard University

John Andrew Strudwick 1984
Director of the International Academic Partnership
Instructor in History and Social Science on the Mesics Family Campaign Andover Instructorship
B.Sc. London School of Economics; M.A. Queens University; Ph.D. University of Toronto

Loring Kinder Strudwick 1984
Instructor in Mathematics
B.S. St. Lawrence University; M.S.T. University of New Hampshire

Hale Sturges II 1965
Instructor in French on the Frederick W. Beinecke Teaching Foundation
A.B. Harvard College; M.A. Middlebury College

Lisa Johnson Svec 1986-89, 1990
Chair of German Department
Instructor in German on the John H. Porter Jr. Bicentennial Instructorship
B.A. Dartmouth College; M.A. Tufts University

Victor Svec 1980
Technical Assistant to the Dean of Studies
Instructor in Russian
B.A. University of Washington

Rebecca Miller Sykes 1976-84, 1988
Associate Head of School
A.B. Radcliffe College; M.S.W. Simmons College

William Ethaniel Thomas 1974
Instructor in Music on the Frederick W. Beinecke Teaching Foundation
B.M. Oberlin College; M.F.A. Pennsylvania State University

Craig Thorn IV 1982
Chair of English Department on the Richard Adamson Lumpkin Teaching Foundation (for the Chair of the English Department)
Instructor in English
B.A. Dartmouth College; M.A. Brown University

Catherine D. Tousignant 1999
Instructor in English
B.A., M.A., University of Virginia

Emily Ellen Trespas 1999
Instructor in Art
B.A. Mt. Holyoke College; M.F.A. Cornell University

Vivien F. Valenzuela 1999
Admission Counselor
B.A. Tufts University

Shirley Ann Veenema 1979
Instructor in Art
B.A. Bucknell University; M.A. Glassboro State College

James Frederick Ventre 1983-1986, 1990
Director of Financial Aid and Admission Operations
A.B. Dartmouth College

Christopher Robert Hugh Walter 1977-1980, 1982
Chair of Music Department
Instructor in Music
M.A. The Queen's College Oxford University; A.R.C.M. Royal College of Music, London

Peter Carlton Warsaw 1984
Instructor in Music
A.B. Harvard University; M.M., D.M.A. Eastman School of Music

Elizabeth Ebbott Washburn 1980
House Counselor
B.A. Dartmouth College

Peter Davis Washburn 1980
Dean of West Quad South Cluster
Instructor in Mathematics on the Richard J. Phelps Instructorship
B.A. Syracuse University

J. Peter Watt 1988
Interim Director of (MS)² (Fall Term)
Instructor in Physics on the Frederick W. Beinecke Teaching Foundation
B.S., M.S. Dalhousie University; Ph.D. Harvard University

Adam D. Weinberg 1998
Director of the Addison Gallery of American Art on the Mary Stripp Kemper and R. Crosby Kemper Addison Gallery Directorship
B.A. Brandeis University; M.F.A. State University of New York at Buffalo

Marten Jeffrey Wennik 1999
Associate Dean of Admission
B.A. University of Massachusetts at Amherst

KEITH ANTHONY WHITE 1999
Coordinator of the Associate Program and Admissions of IRT
B.A. Morehouse College

STEPHEN BLAZIER WICKS
AA 1972
Instructor in Art

GREGORY JOSEPH F. WILKIN 1980
Instructor in English
B.A. Yale College; M.A, Ph.D. University of Toronto

J. DEREK WILLIAMS 1980
Instructor in History and Social Science on the Margaret S. and F. Maurice Newton Teaching Foundation
B.A. Wesleyan University; M.A. University of North Carolina

HENRY BOND WILMER JR. 1970
Director of the Language Learning Center
Instructor in French
B.A. Davidson College; M.A. Middlebury College

KENNETH KELLY WISE 1966
Director of the Institute for Recruitment of Teachers
B.A. Purdue University; M.A. Columbia University

BELINDA ANN WOLF 1996
Instructor in Athletics
House Counselor
B.S. Plymouth State College

JUDITH TRIBO WOMBWELL 1995
Instructor in Dance
B.A. Old Dominion University

FEI YAO 1991 (ON LEAVE)
Instructor in Physics
B.S. Beijing Polytechnic University; M.A. Brooklyn College of SUNY

YARONG YOUNG 1991
Interim Chair of Chinese Department
Instructor in Chinese
B.A. Shanghai Foreign Language Institute; M.A. University of Wisconsin

S. THAYER ZAEDER 1999
Instructor in Art
B.F.A. Philadelphia College of the Arts; M.F.A. University of Minnesota

TEACHING FELLOWS

MATTHEW DONALD BENEDETTO
Teaching Fellow in English
B.A. Dartmouth College

MARTHA RUTH CHASE
Teaching Fellow in Chemistry
A.B. Harvard University

ABIGAIL HOUSTON DAVIS
Teaching Fellow in Biology
B.A. Bowdoin College

ELAINE DIMOPOULOS
Teaching Fellow in English
B.A. Yale University

KELLEY DIANE DUNBAR
Teaching Fellow in Physics
B.A. College of the Holy Cross

LESLIE ELIZABETH ECKEL
Teaching Fellow in English
B.A. Harvard University; M. Phil. University of Oxford

SUSAN DENISE MOORE
Administrative Fellow in IRT
B.A. Duke University

MEGAN CLAIRE PHILLIPS
Teaching Fellow in Mathematics
B.A. Tufts University

SUE DAMARIS RODRIGUEZ
Teaching Fellow in Mathematics
B.S. Brown University

BRIAN SCOTT STAVELEY
Teaching Fellow in English
A.B. Dartmouth College

MATTHEW C. SULLIVAN
Teaching Fellow in Physics
B.A. Stanford University; M.S. University of Maryland

KIRSTEN ELIZABETH TOBEY
Teaching Fellow in Community Service & Spanish
B.A. Brown University

DAVID ERIC TUCHMANN
Teaching Fellow in Community Service
B.A. Wesleyan University

ADMINISTRATORS

DONALD BLANCHARD ABBOTT 1991
Senior Development Officer
B.A. Yale College; B.D. Episcopal Theological School

CHRISTINE ATWOOD 2000
Director of Development
B.S., M.S. Simmons College

SHARON A. BRITTON 1996
Director of Communications
B.A. Assumption College; M.A. Clark University

ELIZABETH S. CAHN 1997
Leadership Gifts Officer
A.B. Bowdoin College

David William Chase 1996
Director of Stewardship
B.A. Brown University

Elizabeth Weingart Cullen 1987
Leadership Gifts Officer
B.A. University of Rochester; M.A. Cornell University

Peter J. Donohoe 1999
Assistant Director of Annual Giving
B.A. Stonehill College

Michael Joseph Ebner 1995
Protestant Chaplain
Director of Alumni Affairs
B.A. Rollins College

John S. Garvan III 1999
Leadership Gifts Officer
B.A. Yale University

Patricia H. Gerety 2000
Assistant Director of Alumni Affairs for Classes/Reunions
A.S. Chandler School

Amanda Reed Gordon 2000
Assistant Director of Annual Giving
B.A. Middlebury College

Kelly A. Greene 2000
Assistant Director of Annual Giving
B.A. Florida State University; M.S. Boston University

Elliot Hacker 1992
Comptroller and Assistant Treasurer
A.B. Bowdoin College; M.S. Northeastern Graduate School of Professional Accounting

Ellen Gibson Hardy 1994
Director of Publications
A.S. Garland Junior College

Ann Carroll Harris 1996
Campaign Director
B.A. Trinity College; M.B.A. Boston University

Richard T. Howe 2001
Assistant Director of Annual Giving
B.A., M.B.A., Harvard University

Nancy E. Imbriano 1997
Associate Director of Annual Giving

Gerrit M. Keator 2000
Leadership Gifts Officer
B.A., M.A.T. Yale University

Deborah Taylor Martin 1992
Director of Personnel
B.A. Denison University

Linda Mason-Smith 1991
Leadership Gifts Officer
B.A. Middlebury College; M.B.A. Simmons College

Wendy R. McAllister 1998
Director of the Parent Fund
B.A. Skidmore College; M.S. Wheelock Graduate School

Theresa Marie Pease 1994
Director of Editorial Services
B.A. Emerson College

Barry C. Phelps 2001
Development Officer
B.A. Princeton University; J.D., Harvard University

Charles Andrew Richardson 1989
Assistant Director of Annual Giving
B.A. Bates College

Valerie A. Roman 1997
Director of Technology and Telecommunications
B.A. Wellesley College

Tana G. Sherman 1999
Director of Public Information
B.S. Northwestern University

Eric C. Steinert 1998
Associate Director of Annual Giving
B.A. Kenyon College; M.M. Brandeis University

Alice Y. Tung 1997
Assistant Director of the Parent Fund
B.S. University of Massachusetts at Lowell

Ruth B. Weiner 1998
Assistant Director of Annual Giving
B.A. Case Western Reserve

Michael Edward Williams 1992
Director of Facilities
A.B. Harvard College

ABBOT ACADEMY EMERITI

Hope Coolidge
Director of Food and Housing, Emerita
Acton, Massachusetts
1938-1962

Anna Roth
Instructor in History, Emerita
Franklin, Massachusetts
1942-1956

PHILLIPS ACADEMY EMERITI

John Bromham Hawes, Ed.M.
Instructor in English and Assistant Dean, Emeritus
Lexington, Massachusetts
1933-36, 1939-70

Robert Whittemore Sides, A.B.
Director of Admissions and Instructor in Mathematics and Navigation, Emeritus
Marblehead, Massachusetts
1938-1972

Simeon Hyde Jr., A.M.
Instructor in English, Dean of the Faculty, Associate Headmaster, Emeritus
Portland, Oregon
1950-1974

Frank Frederick DiClemente, S.B.
Instructor in Physical Education, Emeritus
Andover, Massachusetts
1935-1975

Hart Day Leavitt, A.B.
Instructor in English, Emeritus
Andover, Massachusetts
1936-1975

Anne Lise Witten, M.A.
Instructor in History and Social Science, Emerita
Andover, Massachusetts
1955-1976

William Abbot Munroe, A.B.
Associate Treasurer, Emeritus
North Andover, Massachusetts
1960-1976

Stephen Whitney, M.A.
Instructor in French, Emeritus
Barrington, New Hampshire
1936-1977

William Hayes Brown, M.A.
Instructor in English, Emeritus
Bath, Maine
1938-1979

Albert Karl Roehrig, Ed.D.
Counselor, Instructor in Psychology, Emeritus
Francestown, New Hampshire
1954-1980

William Biggs Clift Jr., Mus.Ed.B.
Instructor in Music, Emeritus
Washington Court House, Ohio
1956-1981

Dalton Hunter McBee, A.B.
Admissions Officer, Emeritus
Newburyport, Massachusetts
1953-1981

William Louis Schneider, Mus.Ed.B.
Instructor in Music, Emeritus
Mont Vernon, New Hampshire
1949-1981

Frederic Anness Stott, A.B.
Secretary of the Academy, Emeritus
Andover, Massachusetts 1951-1982

Alfred James Coulthard, S.B.
Instructor in Physical Education, Emeritus
St. Petersburg, Florida
1962-1984

Robert Edwin Lane, M.A.
Instructor in Latin and Russian, Emeritus
Hanover, New Hampshire
1955-1984

Shirley J. Ritchie, B.S.
Instructor in Physical Education, Emerita
Temple Hills, Maryland 1950-1984

Joshua Lewis Miner III, A.B.
Dean of Admissions, Emeritus
Andover, Massachusetts
1952-1985

Angel Rubio Y. Maroto, M.A.
Instructor in Spanish, Emeritus
Madrid, Spain
1965-1985

Alanson Perley Stevens III, M.A.
Instructor in Russian, Emeritus
Cornish, New Hampshire
1962-1985

Hilda Stroop Whyte, M.S.
Instructor in Physical Science, Emerita
Centerville, Massachusetts
1967-1985

Samuel Irvine Allison Anderson, M.A.
Instructor in French, Emeritus
Barnstable, Massachusetts
1968-1986

Peter Joseph Baleyko, S.B.
Assistant to the Comptroller, Emeritus
Nashua, New Hampshire
1970-1986

George A. Neilson Jr., M.Ed.
Business Manager, Emeritus
Naples, Florida 1972-1986

Philip Brownlie Weld, M.S.
Instructor in Chemistry and Physics, Emeritus
Windham, New Hampshire
1951-1986

Sherman Drake, Ed.M.
Instructor in Mathematics, Emeritus
Centerville, Massachusetts
1953-1987

Edmond E. Hammond Jr., Sc.M.
Instructor in Mathematics, Emeritus
Brunswick, Maine
1953-1987

James Leighton Bunnell, M.A.
Instructor in History and Social Science, Director of Andover Summer Session, Emeritus
Savannah, Georgia
1967-1988

J. Laurence Powell, S.B.
Consultant to the Science Division, Assistant to the Director of Computing, Emeritus
Barrington, Rhode Island
1980-1988

Louis John Hoitsma Jr., Ed.M.
Instructor in Mathematics, Emeritus
Williamsburg, Virginia
1953-1989

Jean Crawford McKee, B.A.
Director of Summer Session Admission, Emerita
Sunapee, New Hampshire
1974-1989

Peter Quackenbush McKee, Ed.M.
Associate Headmaster, Instructor in Physics, Emeritus
Sunapee, New Hampshire
1947-1989

Phyllis Wendover Powell, M.A.
Instructor in History and Social Sciences, Director of the Summer Session, Emerita
Barrington, Rhode Island
1976-1989

Frank McCord Eccles, M.A.
Instructor in Mathematics, Co-Director of Andover Dartmouth Teachers Institute, Emeritus
Andover, Massachusetts
1956-1990

Helen M. Eccles, A.B.
Co-House Counselor, Co-Director of Andover Dartmouth Teachers Institute, Emerita
Andover, Massachusetts
1975-1990

Barbara Hawkes, M.A.
Instructor in Biology, Emerita
North Chelmsford, Masschusetts
1972-1991

John Richard Lux, B.S., M.S.
Instructor in Mathematics, Emeritus
Andover, Massachusetts
1949-1991

Harold Holmes Owen, M.A.
Instructor in Theatre and English, Emeritus
Camden, Maine
1955-1991

Cristina Alonso Rubio
Instructor in Dance, Emerita
Madrid, Spain
1965-1991

Gordon Gilmore Bensley, A.B.
Instructor in Art, Emeritus
Andover, Massachusetts
1949-1992

Marion Finbury, A.B.
Associate Director of College Counseling, Emerita
Haverhill, Massachusetts
1969-1992

Georges Nicolas Krivobok, M.A.
Instructor in French and Russian, Emeritus
Sinsheim, Germany
1969-1992

Audrey Nye Bensley
Instructor in Art, Emerita
Andover, Massachusetts
1965-1993

Donald H. Bade, B.B.A.
Comptroller, Emeritus
Byfield, Massachusetts
1975-1994

Aloysius John Hobausz, S.B.
Director of the Audio-Visual Center, Emeritus
Sunapee, New Hampshire
1957-1994

George Howard Edmonds, B.A., Ed.M.
Instructor in English, Emeritus
Andover, Massachusetts
1961-1995

Everett Eugene Gendler, B.A., M.H.L.
Jewish Chaplain, Instructor in Philosophy and Religious Studies, Emeritus
Andover, Massachusetts
1977-1995

Patricia Hope Edmonds, A.B., A.M.T.
Secretary of the Academy, Emerita
Andover, Massachusetts
1974-1996

George William Best, B.S., M.A.
Instructor in Mathematics, Emeritus
Brewster, Massachusetts
1958-1996

Carroll Wesley Bailey, B.A., J.D.
Instructor in English, Emeritus
Andover, Massachusetts
1970-1997

Yolande L. Bayard, B.S., M.A.
Instructor in French, Emerita
New Market, New Hampshire
1973-1997

Robert Andrew Lloyd, B.A., M.Arch.
Instructor in Art, Emeritus
Middletown Springs, Vermont
1962-1997

Susan McIntosh Lloyd, A.B., M.A.T.
Instructor in History and Social Science and in Music, Emerita
Middletown Springs, Vermont
1968-1997

John Richards II, A.B., M.A.T.
Instructor in History and Social Science, Emeritus
Sunapee, New Hampshire
1959-1997

Peter M. Capra
B.A., M.B.A.
Senior Consultant in OAR, Emeritus
Boston, Massachusetts
1989-1998

Christopher Capen Cook
A.B., M.F.A.
Instructor in Art, Emeritus
Portsmouth, New Hampshire
1964-1998

Carl Edward Krumpe Jr.
A.B., A.M.
Instructor in Classics and in History and Social Science, Emeritus
Cambridge, Massachusetts
1960-1998

Elizabeth Chamberlain Krumpe
B.A., M.A., Ph.D.
Co-House Counselor
Academic Adviser
Cooley House Manager, Emerita
Cambridge, Massachusetts
1981-1998

Thomas Tolman Lyons
B.A., M.A.T.
Instructor in History and Social Science, Emeritus
Newburyport, Massachusetts
1963-1999

Gerald Shertzer A.B., B.F.A., M.F.A.
Instructor in Art, Emeritus
Brookline, Massachusetts
1957-1999

Joseph Belleau Wennik
B.A., M.A.
Instructor in German
Director of Alumni Affairs, Emeritus
Newbury, Massachusetts
1967-1999

A. John Patten Chivers
A.B., A.M.
Instructor in German, Emeritus
Wentworth, New Hampshire
1960-2000

Edward Barnard Germain
B.A., M.A., Ph.D.
Instructor in English, Emeritus
Dublin, New Hampshire
1979-2000

Harrison Fairfield McCann
B.A., M.A.
Instructor in Spanish, Emeritus
Andover, Massachusetts
1976-2000

Thomas Joseph Regan B.A., M.A.
Instructor in English, Emeritus
Cotuit, Massachusetts
1955-2000

Sarah Emmons Warren
A.B.*Director of the Language Learning Center, Emerita*
Newburyport, Massachusetts
1982-2000

J. Philip Zaeder B.A., M.Div.
Instructor in English, Emeritus
Milton, New Hampshire
1977-2000

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) and follow Route 125 for two miles. Turn right onto Route 28, and go north about four miles to the Andover campus. Turn right after the bell tower onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the center of town. At the traffic light at the intersection of Main Street and Salem Street (at the bell tower), make a left onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

Trombly Commuter Line runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (978) 937-3626 for up-to-date information.

Andover Inn
Chapel Avenue, Andover
(978) 475-5903

Comfort Suites
106 Bank Road, Haverhill
(Exit 49 off Route 495)
(978) 374-7755

Courtyard by Marriott
10 Campanelli Drive, Andover
(Exit 45 off Route 93)
(Next to Wyndham Andover Hotel)
(978) 794-0700 or
(800) 321-2211

Hampton Inn
224 Winthrop Avenue,
North Andover/Lawrence
(Exit 42A off Route 495)
(978) 975-4050 or
(800) 426-7866

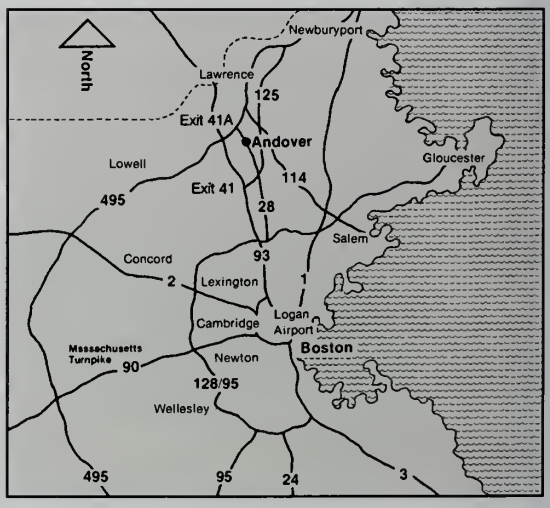
Holiday Inn –
Tewksbury/Andover
4 Highwood Drive, Tewksbury
(Exit 39 off Route 495)
(978) 640-9000

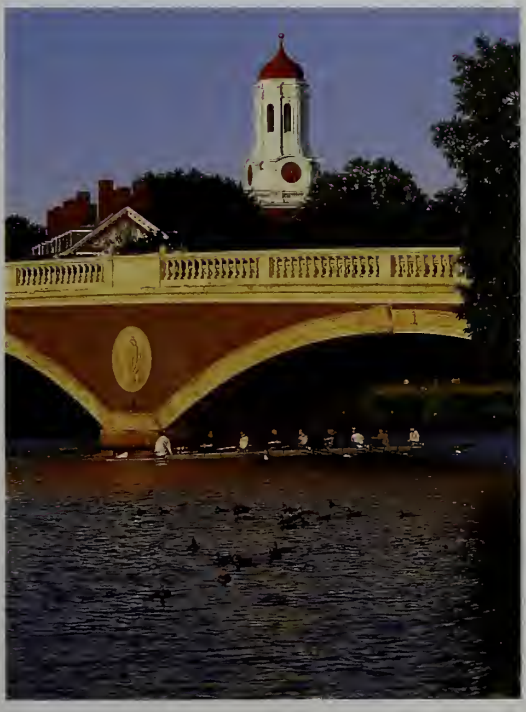
Ramada Rolling Green Hotel
311 Lowell Street, Andover
(Exit 43 off Route 93)
(978) 475-5400 or
(800) 272-6232

Residence Inn by Marriott
Andover Street, Tewksbury
(Exit 39 off Route 495)
(978) 640-1003 or
(800) 331-3131

Fairfield Inn by Marriott
1695 Andover Street,
Tewksbury
(Exit 39 off Route 495)
(978) 640-0700 or
(800) 228-2800

Wyndham Andover Hotel
123 Old River Road, Andover
(Exit 45 off Route 93)
(978) 975-3600





Andover is a 30-minute drive from downtown Boston and Cambridge.

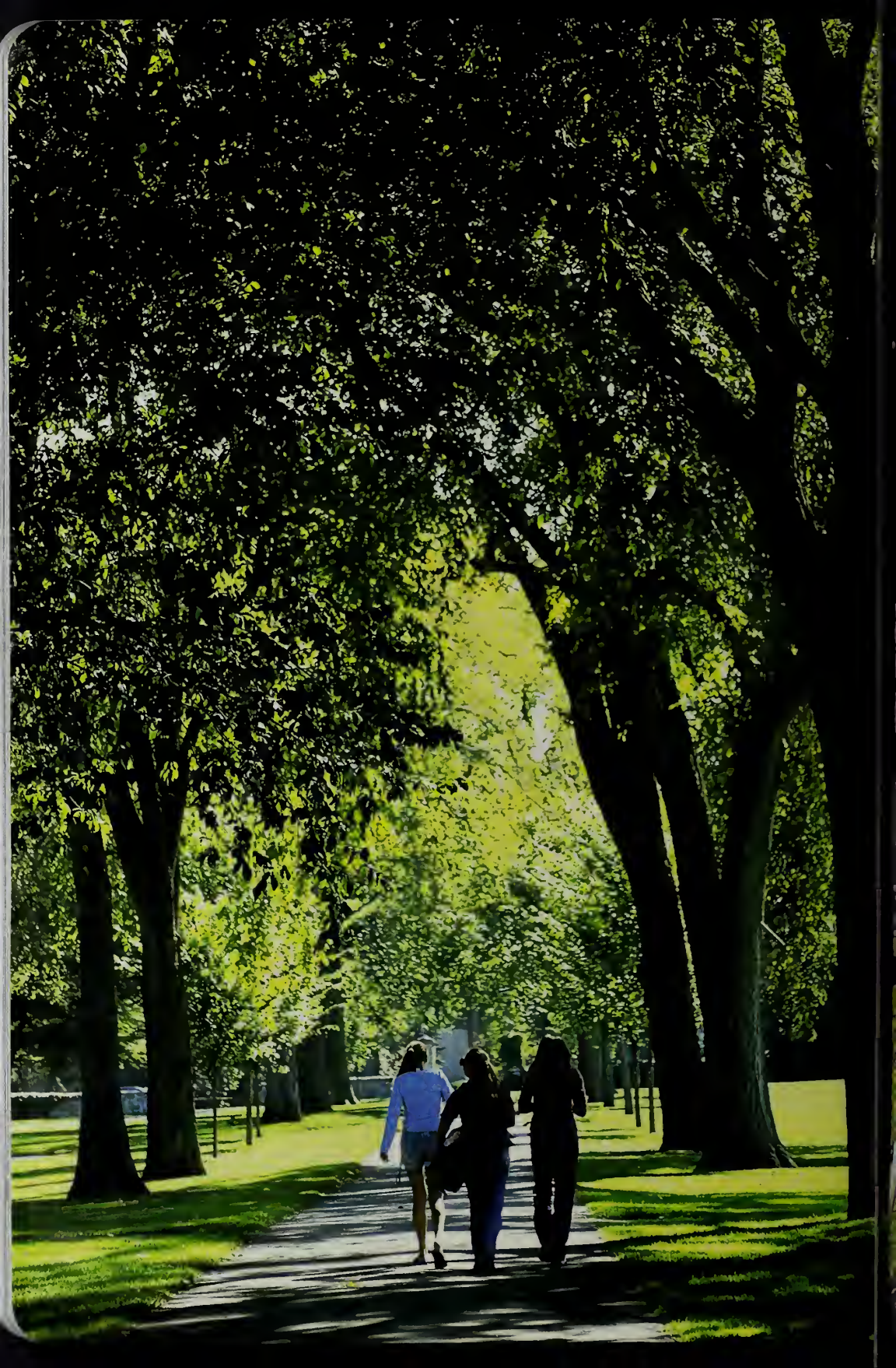
ANDOVE
25

"My main concern about coming to Andover was missing out on being a normal kid and going through the traditional 'high school experience.' In my two years at this amazing place though, I've learned how to be everything but ordinary, and I can't tell you how much I love and appreciate it."

—Debbie Linder '01, Fitchburg, Mass.

"What I loved about Andover is that it had so much to offer. I'm the kind of person who loves to try something new, and there is always something new to try. I took part in so many activities and did so many things I would have never thought about doing if I were back home. In short, Andover had everything I couldn't find anywhere else. I grew not only as a student, but also as a person. I learned in the classroom, in the dorm, even at the dinner table. Part of the profound love I have for this school is the love of friends I made, students and faculty alike."

—Bonnie Oliva '00, Bronx, N.Y.



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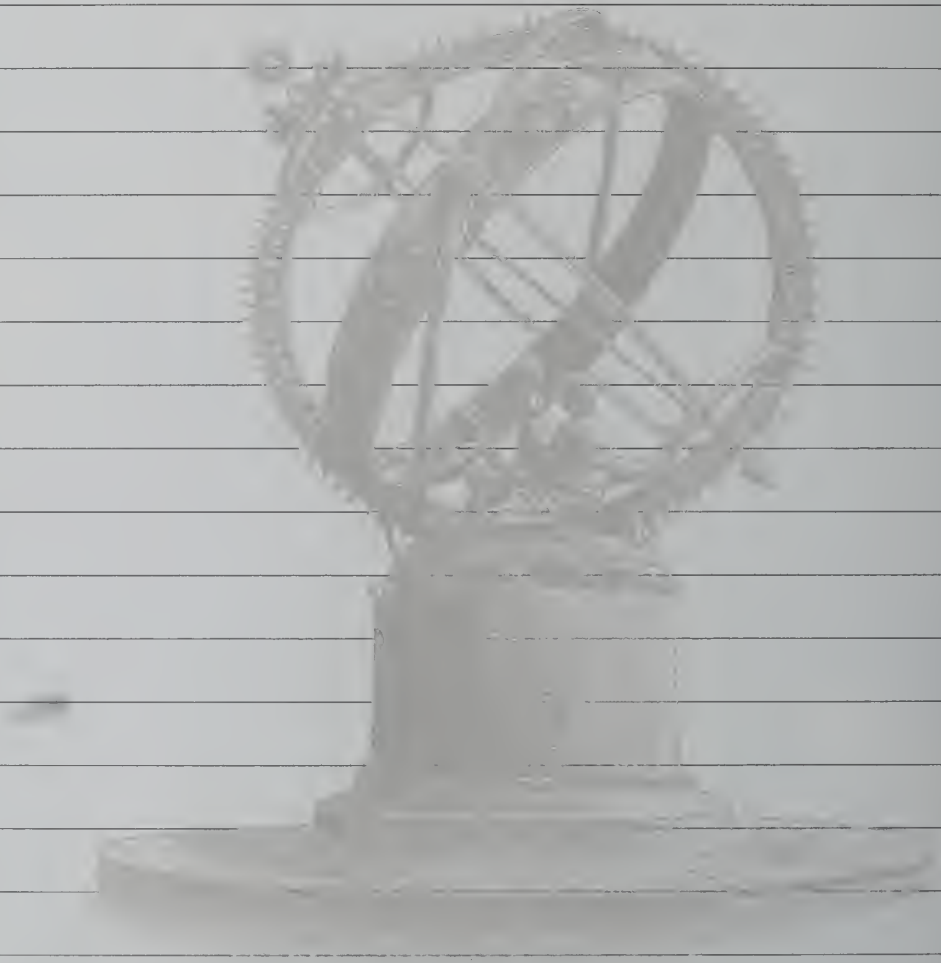

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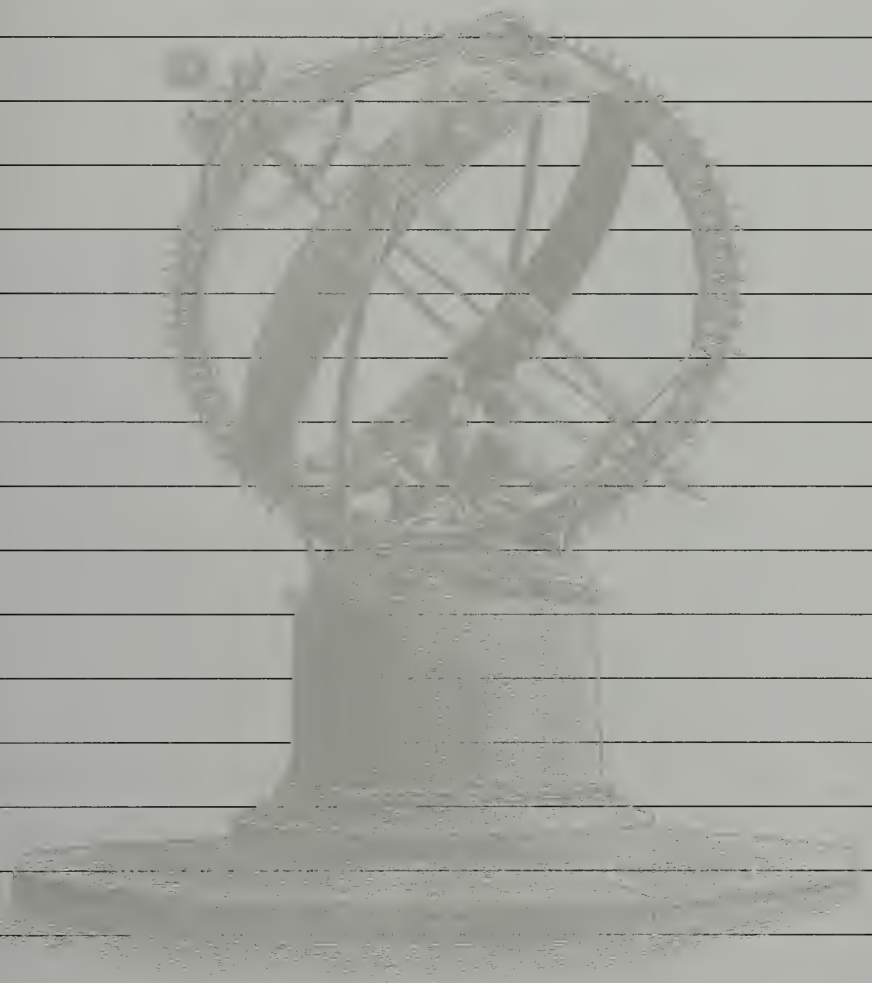

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Athletics for All, Fred H. Harrison, Phillips Academy, 1983.

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Youth from Every Quarter, Frederick S. Allis Jr., Phillips Academy, Andover, 1979.

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CALENDAR 2001-2002

FALL TERM

Sept. 4, Tues.	Faculty return
Sept. 8, Sat.	New students arrive and register
Sept. 10, Mon.	Returning students arrive and Register
Sept. 11, Tues.	Classes begin
Sept. 27, Thurs.	Yom Kippur (no classes)
Oct. 12, Fri.	Midterm academic review
Oct. 19-21, Fri.–Sun.	Parents' Weekend (all parents)
Oct. 22, Mon.	College Visiting Day (no classes)
Nov. 10, Sat.	Andover-Exeter Athletic Contests
Nov. 17, Sat.	Thanksgiving vacation begins, 10:30 a.m.
Nov. 26, Mon.	Thanksgiving vacation ends, 8 p.m.
Dec. 3, Mon.	Classes end, 1 p.m.
Dec. 8, Sat.	Winter vacation begins, 12 noon

WINTER TERM

Jan. 2, Wed.	Winter vacation ends, 8 p.m.
Jan. 21, Mon.	Martin Luther King Jr. Day (special schedule)
Feb. 1, Fri.	Midterm academic review
Feb. 18, Mon.	Midwinter holiday (no classes)
Feb. 23, Sat.	Andover-Exeter Athletic Contests
Mar. 5, Tues.	Classes end, 1 p.m.
Mar. 9, Sat.	Spring vacation begins, 12 noon

SPRING TERM

Mar. 26, Tues.	Spring vacation ends, 8 p.m.
Apr. 15, Mon.	College Visiting Day (no classes)
Apr. 26, Fri.	Midterm academic review
May 11, Sat.	Grandparents' Day
May 19, Sun.	Senior Prom
May 20, Mon.	No classes
May 24, Fri.	Classes end, 5:30 p.m.
May 25, Sat.	Andover-Exeter Athletic Contests
May 30, Thurs.	Summer vacation begins, 6 p.m.
June 2, Sun.	Commencement

Six-day weeks include Saturday classes on Sept. 22, Oct. 6, Nov. 17, April 6, 20 and May 11.

1 PRELIMINARY APPLICATION

Phillips Academy
ANDOVER

This card must be returned with the $40 fee in order to initiate the application process.

Name of Applicant _____
last *first* *middle*

Prefer to be called _____ ☐ male ☐ female

Home Address _____
street address

_____
city *state* *zip code* *country*

Telephone:

Home (____) _____ Parent's Business (____) _____

Fax (____) _____ Applicant's Birthdate _____
month/day/year

E-mail _____

Applying for entrance in September _____ ☐ Boarding ☐ Day
year

Applying for:

☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade ☐ Postgraduate

Has the applicant previously applied for admission to Andover?

☐ Yes ☐ No What year? _____

Does the applicant have a sibling applying for admission to Andover this year?

☐ Yes ☐ No Name _____

For mailing purposes, please indicate with whom the applicant resides:

☐ Father ☐ Mother ☐ Both ☐ Other

Parents' Full Names

Father _____
last *first* *middle*

Mother _____
last *first* *middle*

Father's Occupation_____ Mother's Occupation_____

see other side

Relatives now or previously at Andover or Abbot

last	*first*	*middle*	*class*	*relationship*
last	*first*	*middle*	*class*	*relationship*
last	*first*	*middle*	*class*	*relationship*

Name of present school _____

☐ Public ☐ Private ☐ Parochial

Address of present school _____

street address

city *state* *zip code* *country*

SHADED SECTION TO BE COMPLETED BY PARENT/GUARDIAN ONLY

Priority will be given to day student candidates who apply and interview by January 15 and to boarding candidates who apply and interview by February 1. A decision from the admission committee will be mailed on March 11. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadline, and decisions for this group will not be rendered before May 1.

Will the applicant be a candidate for financial aid? ☐ Yes ☐ No

Note: Every applicant must check one box concerning financial aid.

The required non-refundable $40 application fee should accompany this form. Checks may be made payable to the Trustees of Phillips Academy.

_____

Signature of parent /guardian

Optional Special Interest Form

Phillips Academy
ANDOVER

Candidate's Name _____ ☐ Male ☐ Female
last *first* *middle*

Street Address _____

City _____ State _____ Zip _____

Country _____ School _____

Phone Number _____ Current Grade _____

(Optional) Height: _____ ft. _____ in. Weight: _____ lbs.

E-mail: _____ Have you scheduled an interview? ☐ Yes ☐ No

Date of interview: _____ ☐ On campus? ☐ With an alumni interviewer?

Please list your top three interests (e.g. 1st: trumpet; 2nd: soccer; 3rd: community service)

1st _____ 2nd _____ 3rd _____

ACADEMICS

Discipline(s) of interest: _____

_____

Have you pursued this interest by attending any special academic programs or camps (e.g. CTY, TIP, etc.)?

Please list: _____

_____

_____

List any special academic achievements:

_____

_____

_____

FOREIGN LANGUAGES

Which foreign language(s) are you currently studying?

_____

_____

Are you fluent in languages other than your native language?

_____

_____

What language(s) are you interested in taking? _____

_____

ATHLETICS

Sport	Position	Years of competitive involvement

Current coaches' names and phone numbers: _____

_____

_____

_____

List the teams with which you play: (e.g. school, town, select teams, etc.)

List athletic camps attended:

List any special athletic achievements:

For swimmers, throwers and runners, list personal bests:

Event	Time/Distance

COMMUNITY SERVICE

List service organizations and years of involvement in parentheses:

VISUAL ARTS

List current or past art courses taken:

List any special achievements in art:

Do you have a portfolio? ☐ Yes ☐ No

PERFORMING ARTS

Describe type of involvement and years of instruction in parentheses:

Dance

Music

Theatre

List performing arts organizations, groups, companies with which you are involved:

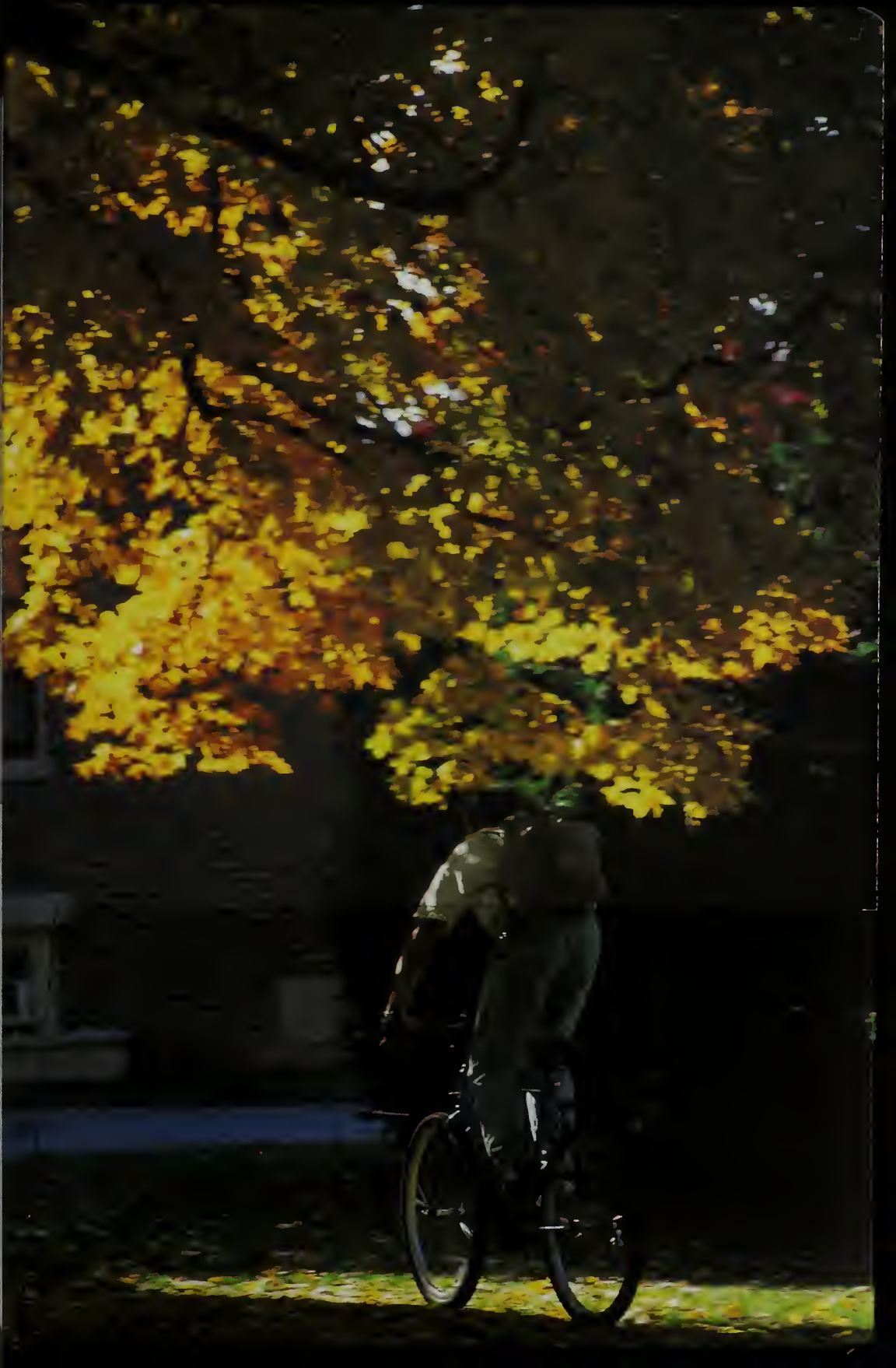
If music is an interest, please list instrument(s) and current musical pieces you are working on:

List any special achievements in performing arts:

Place
Stamp
Here

Admission Office
Phillips Academy
180 Main Street
Andover MA 01810-4161

Remember to:
- *Enclose registration fee*
- *Answer all questions*
- *Obtain parent/guardian signature*



Phillips Academy 180 Main Street Andover, Massachusetts 01810-4161

Andover
Course of Study
2001-2002

Phillips Academy
Andover, Massachusetts

Andover Course of Study 2001-2002

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Course of Study

GENERAL INFORMATION

The Curriculum

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week, classes are scheduled to meet according to varying patterns: some for four 45-minute periods, others for five such periods. Some natural science courses meet for six periods, and a few seminar and studio courses meet for two double-period blocks. Many departments offer yearlong courses as well as those that are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Placement of Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

Placement in the level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or by taking accelerated courses, many students fulfill requirements early, thereby gaining increased opportunity for college-level or other elective courses.

For full membership in a given grade, students should have credit for the work of the previous grade or its equivalent. However, students are rated as members of a given grade if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Grade-levels at Andover have unusual names: ninth graders are called *Juniors*, 10th graders are called *Lower Middlers* or *Lowers*, 11th graders are called *Upper Middlers* or *Uppers*, 12th graders and postgraduates are *Seniors*.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. It therefore provides some initial specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

Advising
Each student has an adviser; this faculty member is expected to guide the student in shaping a well-thought-out, long-term academic program that will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements. The student's needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.

The adviser meets with the new student during the orientation prior to the beginning of classes in September to review and approve the course selections the student has made during the spring or summer. Subsequently the student meets biweekly with his or her adviser to establish a personal relationship and to insure that issues that arise concerning the student's academic program are addressed promptly. Midway through each term the student and the adviser together make or confirm course selections for the upcoming term and review long-range plans.

From time to time during the academic year the adviser (for day students) or the house counselor (for boarders) will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers and Uppers) and their respective advisers will prepare course selections for the coming year; a copy of these selections will be mailed to parents in June. The adviser will welcome any information and suggestions parents may wish to offer.

Workload
Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly and with self-direction.

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term occasionally are advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

No student may take more than two courses per term in one department. A student who wishes to take two courses in a single department must take a five-course load, with the following exceptions: two math courses when one—and only one—is a computer course; two art courses when one is art history; two music courses when one—and only one—is performance-based.

Programs containing more than five courses require the approval of the Advising Council, a group of senior advisers that meets regularly to advise the dean of studies.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

Academic Assistance
Academic assistance is available from classroom teachers, peer tutors and the faculty members at the Academic Support Center (ASC). Students in difficulty should seek help from their classroom teachers first. Peer tutors are available to help with specific courses, while the ASC faculty works more generally on matters relating to study skills.

In addition to providing general support services, ASC also coordinates the provision of specific academic accommodations to students with disabilities, in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students who wish to receive such accommodations should contact the director of ASC for information concerning the procedures for appropriately documenting the disability and the need for accommodation(s).

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

Attendance
Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors.

Diploma Requirements
The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Trimester credits required for the diploma are:

For Entering Juniors	54
For Entering Lowers	51
For Entering Uppers	48
For Entering Seniors	48

Classes of 2002 and 2003
A student's required program includes nine trimester credits in English, nine in world languages, eight in mathematics, six in history and social science, six (two full-year courses) in laboratory science, two in art and two in music. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

In order to be eligible for a diploma, all students must satisfy the swimming requirement of the Department of Physical Education.

Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lowers must pass *Physical Education 100* (usually in the Lower year) and, prior to graduation, a one-trimester course offered by the Department of Philosophy and Religious Studies. Entering Lowers must earn a total of three credits in art and music, with at least one in each area. Entering Uppers need pass only one trimester of either art or music at the academy. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous world language experience must pass a *195/0* course in a world language or *Latin 190*. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

Classes of 2004 and beyond
In May 1999 the faculty voted to modify the diploma requirements for students of the Class of 2004 and subsequent classes that enter the academy as Juniors or Lowers. Entering Juniors must successfully complete seven trimesters of history and social science. They must also take a one trimester half-course in theatre at some time between the beginning of their Lower year and the end of the winter term in their Senior year. Entering Juniors are expected to fulfill their one-term requirement in philosophy and religious studies during their Lower year. Beginning in September 2001 all entering Lowers must complete four terms of history and social science by taking at least one term in the Lower year and completing the U.S. history sequence.

All other diploma requirements remain unaltered.

Academic Guidelines
In order to promote both breadth and depth in a student's academic program, the faculty has voted the following guidelines, which are in addition to the diploma requirements listed above. These represent what the faculty *strongly urges* students to do. The advisers recognize that there will always be some acceptable student programs that do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses designated *advanced* or *honors* courses may carry a four-course program. (See below.)

All Juniors and Lowers should take English, mathematics and a world language every term.

By the end of Lower year, each four-year student should have taken some science.

All Uppers should take English all year.

In their Upper and Senior years, students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science (a yearlong course or three terms) in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of art,

music or theatre.

All three- and four-year students will be advised to take more than the minimum diploma requirements in the arts (art, music, theatre and dance).

Courses Designated as Advanced
The following have been designated advanced courses (see guidelines): *Art*: *400* level and above; *English*: *400* level and above; *World Language*: *400* level and above, and *195/0* courses taken after the diploma requirement has been fulfilled; *History*: *400* level and above; *Mathematics*: *510* and above; *Music*: *400* level and above; *RelPhil*: *400* level and above; *Sciences*: *500* level and above; *Theatre*: *510* and *520*.

Accelerated Sequences
The Andover curriculum offers accelerated sequences in most academic departments. It provides special programs in the modern world languages, designed to cover four years' work in three, or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

Advanced Placement Courses
A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree. Advanced Placement examinations are offered in American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A and AB), Economics (2), English Language and Literature, Environmental Science, European History, French Language and Literature, German, Government and Politics (2), Latin Vergil and Literature, Mathematics (AB and BC), Music Listening, Music Theory, Physics (C), Psychology, Spanish Language and Literature, and Statistics.

Independent Projects
A Senior whose academic record satisfies specified criteria may apply for the privilege of doing an Independent Project in lieu of a course. Being granted permission to do an Independent Project requires the availability of a faculty mentor to supervise the project; a favorable evaluation of the merits of the proposal; and final approval by the dean of studies and the registrar. At the conclusion of the project, the student receives a grade of Honors, Pass or Fail.

Special Courses in World Languages
Special courses covering the work of two years in one are open to qualified Seniors in German, Greek, Italian, Latin and Russian. These *195/0* courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous world language experience must pass a *195/0* course as a diploma requirement.

Students who have experienced serious difficulty in language study at Phillips Academy may request permission from the head of the Division of World Languages (who will consult with the chair of the language the student is currently taking and the chair of the Department of Classics) to meet the world language diploma requirement by taking *Latin 190* and *Latin 290* as described on page 70 at the end of the World Language section. Under some circumstances, the head of the Division of World Languages may also require students to take other trimester courses in addition to *Latin 190* and *Latin 290*, e.g., *Latin 130* and/or *Classics 310*.

Course Enrollments and Cancellations
The school reserves the right to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity. Students who are enrolled in the first term of a continuing *(/1, 2, 3)* course may have priority in subsequent terms.

Transferring and Dropping Courses
To transfer or drop a course, a student must first obtain a signed *Course Drop/Add Slip* from his or her adviser, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) must be approved by the department chair. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. No course may be dropped after the end of the third week of classes of any term. Students wishing to drop yearlong or Two-Term (T2) courses prior to the normal end of the course, and after the first five calendar class days of the course, may do so only by gaining the approval of a group of five: the department chair, the dean of studies, the student's counselor, adviser and instructor. Credit is granted, at the discretion of the

department chair, only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Failing Trimester and Course Grades
Unless stated to the contrary in a department or course description, a student who receives a failing trimester grade has the option of making up the failure by passing an examination administered by the academic department involved.

The timing of any make-up examination is at the mutual convenience of the student and the department. However, any make-up for either of the first two trimesters of a yearlong course, or for the first trimester of a T2 course, or for the final trimester of a multiple-trimester (yearlong or T2) course for which the final course grade is passing, must be completed before the end of classes of the following trimester.

There is no time limit for the make-up of a failing course grade, either single trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

A Senior who has a failing spring trimester grade is not eligible for the diploma until the failure is made up, even if the course grade is passing. Such a make-up (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

College Entrance Examination Board (CEEB) Test Dates

Tests will be held on campus in 2000-2001 as follows:

October 13	SAT I and SAT II
October 20	PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)
November 3	SAT I and SAT II
December 1	SAT I and SAT II
January 26	SAT I and SAT II
May 4	SAT I and SAT II
May 6-17	AP (Advanced Placement examinations)
June 1	SAT I and SAT II

NOTE: Most students should plan to take the June 2 exams at test centers near their homes, not on campus.

Computer Center
A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh and IBM-compatible computers. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers
Though there is no expectation that they do so, students are permitted to bring personal computers to the school and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the computer center.

Off-Campus Programs and Projects
The school offers several off-campus residential programs and opportunities. Participation in any of these requires the prior permission and approval of the dean of studies.

The Washington Intern Program, in which Andover joins with Phillips Exeter Academy, allows a group of Uppers and Seniors to spend the spring term living together in Washington and working in the offices of U.S. senators and congress members. (See the History and Social Science section.)

The Mountain School Program of Milton Academy in Milton, Mass., is a trimester-long program for 11th graders that offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. Phillips Academy students may participate fall term only. Students will continue their academic courses in addition to participating in activities that emphasize practical skills and crafts. Students work on the Mountain School farm, which supplies most of the food and heat for the school.

Uppers may also participate in the Maine Coast Semester during the fall. Students continue their academic courses, but during afternoon hours they engage in physical work and challenges and study coastal ecology within the small school community.

The Division of World Languages offers a wide variety of off-campus immersion programs during the academic year and the summer. For more information, please contact the division chair or refer to the Phillips Academy Web site, Division of World Languages, "Off-Campus Programs Abroad."

School Year Abroad
Students may elect to spend their Upper or Senior year studying in France, Spain, Italy or China with *School Year Abroad* (*SYA*). Originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's School of Concord, N.H., SYA is now an independent program, both legally and financially. Students live with host families while pursuing a course of study under the supervision of teachers from SYA's associate schools in the United States. SYA provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their advisers or the dean of studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session
The Phillips Academy Summer Session is a five-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Phillips Academy Summer Session must receive prior approval from the chairs of the departments involved.

Key to Course Designation

A course number ending in */0* denotes a yearlong course (Example: *Mathematics 100/0*). A number ending */1, 2* or *3* indicates that the course is term-contained, but sequential, and may be taken for one, two or three terms (Example: *Art 260/1,/2,/3*). A number with no term designation indicates a course that is term-contained, but may be taken only once (Example: *Art-100*).

The designations *F, W* and *S* indicate the trimester during which the course is offered: *F* = Fall; *W* = Winter; *S* = Spring. Some courses require a two-term commitment; they are indicated by a *(T2)* following the course name [Example: *Physics 580/4 Advanced Placement Physics (T2)*]. Check carefully each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

Final Digit:	*Indicates:*
/0	Yearlong course
/1	Course offered in fall trimester
/2	Course offered in winter trimester
/3	Course offered in spring trimester
/4	T2 course offered in fall and winter
/5	T2 course offered in winter and spring

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents understand the curriculum and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door on others.

JUNIOR YEAR (Classes of 2004 and 2005)

Each trimester a Junior must take six courses, one of which meets only three times per week. All will take *History 100*; about half the class will take *Art 200*, and the other half *Music 210* or *Music 220* (placed by the department). Those taking art will fulfill the music requirement by taking *Music 200*, and one other term of music prior to graduation; those who take music will fulfill the art requirement by taking *Art 250* and an elective at the *300* level. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline.

1. Mathematics	enter the sequence by placement of the department
2. World Language	begin the sequence (usually a yearlong course at the *100* level)
3. English	*English 100*
4. History	*History 100*
5. Arts	*Art 200* or *Music 210*
6. Elective	usually a yearlong science or another language

LOWER MIDDLE YEAR (Class of 2004 and 2005)

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. A few students take the CEEB Achievement Tests (SAT IIs) during the Lower Middle year.

A student wishing to participate in the School Year Abroad program during the Upper Middle or Senior year should discuss these plans with the adviser and seek guidance for the selection of courses for the Lower Middle year. Participation in any off-campus project or program must be approved by the dean of studies.

In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department
3. English	enter the sequence (*English 200*)
4. Science	usually a yearlong science
5. History 200, Physical Ed., Elective	art, classics, computer, music philosophy & religious studies, or theatre

Returning Students

1. Mathematics	continue the sequence
2. World Language	continue the sequence
3. English	continue the sequence (*English 200*)
4. Science	usually a yearlong science
5. History 200, Physical Ed., Phil/ Rel Studies	(unless petition for an alternate program has been granted)

UPPER MIDDLE YEAR
(Class of 2003 ONLY)

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests (SAT Is) in January; and many take the CEEB Achievement Tests (SAT IIs) in June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests (APs) in May of their Upper Middle year. As a matter of general policy, advisers encourage depth in the selection of courses for the Upper Middle year. In selecting courses, students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department
3. English	begin the sequence (*English 301, 310*)
4. History	usually *History 300 (T2)*, *310* (The United States)
5. Elective	art, computer, history, another mathematics, another language, music, philosophy and religious studies, science, psychology or theatre

Returning Students

1. Mathematics	continue the sequence
2. World Language	continue the sequence
3. English	continue the sequence (*English 300, 310*)
4. History	usually *History 300* (T2), *310* (The United States)
5. Elective	art, computer, another English, history, another mathematics, another language, music, philosophy and religious studies, science, psychology or theatre

Participation in any off-campus project or program must be approved by the dean of studies.

SENIOR YEAR
(Classes of 2002 and 2003 ONLY)

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected only as a fifth course; however, an Independent Project, though marked on a pass/fail basis, is counted as a graded course. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests (SAT Is) in November and the CEEB Achievement Tests (SAT IIs) in December, and take the CEEB Advanced Placement Tests (APs) in May. In selecting courses, students are reminded to check the diploma requirements (international students: see page 5). A Senior's program should resemble the following outline.

New Students

1. Mathematics	enter the sequence by placement of the department; if the requirement is not yet satisfied, enter *Mathematics 390* or *400*
2. World Language	enter the sequence by placement of the department if the requirement is not satisfied
3. English	as placed by the department
4. Elective	
5. Elective	art, computer, another English, history, another mathematics, a *195/0* language, music, philosophy and religious studies, science, psychology or theatre

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students must take English electives at the *500* level each term.

Course Descriptions

Art

The current curriculum in the visual arts continues to evolve in response to changing needs. The department's program emphasizes the development of creative ideas in relation to the understanding of skills, materials, history and new technologies. The current program focuses on the breadth of exposure to a visual education and the choice for students to explore a particular discipline in depth on both the introductory and advanced levels. The following is the required and the recommended sequence of courses in the visual studies and elective programs.

The diploma requirements in art are as follows: Juniors must take either a yearlong course in art (*Art 200/0*) or a yearlong course in music (*Music 210/0 or Music 220/0*). Those who take art as a Junior must take two trimesters of music during the subsequent three years. Those who take music as a Junior can satisfy their art requirement by taking *Visual Studies 1* (*Art 250*) and any *300* level concentration course. Entering Lowers must take a total of three trimesters of art *and* music by selecting two trimesters in one area and one in the other. Those who select two trimesters in art must take *Art 250* and any *300* level concentration course *or Art 250* and three *consecutive* terms of the AP *History of Art*. Entering Uppers must take a trimester of art (*Art 250*) or music. Entering Seniors have no diploma requirement in art but are encouraged to follow academic program guidelines.

Completion of the diploma requirement in art (*200* and *300* level) is the prerequisite for advanced elective courses (*400/500* level) with the exception of *Art 400* and *Art 440*. Since diploma requirements vary for individual students, depending on when they enter the school, so does the prerequisite. Individual course prerequisites are indicated in the course descriptions. Exemption from *Art 250* as a prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the chair of the art department in collaboration with the instructor of the course the student desires to enter. An acceptable portfolio should contain examples of two dimensional work including black and white compositional studies, color studies, photography, drawing and collage. With the exception of *Art 400*, no art course, if failed, can be made up by examination.

There will be a studio fee for each course, with the exception of *Art 300* and *Art 400*. Additionally, students should expect to help pay for art materials.

DIPLOMA REQUIREMENT COURSES

ART-200/0 **Visual Studies for Juniors**
(a yearlong commitment)

Students work with the languages of vision through drawing, photography, color studies, two- and three-dimensional design and video. Through projects, discussions and visits to the Addison Gallery, students focus on their own creative work and on visual examples from the world. This course will fulfill the diploma requirement in art. Two trimester credits.

ART-250 **Visual Studies I**
(F-W-S)

This course explores ways in which visual experience of the world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, shape, value, texture, color and illusionistic space in communicating through drawing, collage, photography and mixed media. Examples of print media, photography, advertising and art provide a context for discussion and comparison of students' efforts.

INTRODUCTORY COURSES

Students may choose any course from the *300* level to fulfill their second term art requirement. Students may also satisfy the second term of the art department diploma requirement by taking AP *History of Art* (*Art 400/123*) for ALL three consecutive terms in lieu of one *300* level elective (there will be no exceptions). In order to enter the *300* level, students must have successfully completed either *Art 200* or *Art 250* unless an exemption has been granted by the department chair and the course instructor. Students who take art as a Junior and decide to continue in the art program are expected to enter the elective program at the *300* level unless permission to move to the *400* level is granted by both the department chair and the course instructor.

INTRODUCTORY CONCENTRATION COURSES

ART-300 But, Is It ART ?
(W-S)
Is graffiti ART? Is Michelangelo's Sistine Chapel ART? Is MTV ART? How about Norman Rockwell's work? Is Du Champ's *Fountain* ART? Is the Great Lawn ART? This course will explore the nature of images and objects. Where do they come from? How and why do artists create? What do images and artifacts tell us about world cultures? Through a series of thematic slide lectures, discussions and occasional hands-on projects, students will view and respond to a wide variety of multicultural art forms. Issues surrounding the making and viewing of art will be explored. Trips to the Addison Gallery and other museums of interest will augment the course. **Prerequisite:** *Art 200* or *Art 250.* (Ms. Crivelli)

ART-301 Architecture I
(F-W-S)
Did you enjoy making forts, castles, and tree-houses when you were younger? Through a variety of different projects and media, this course will provide students with the fundamentals of architectural design. From hands-on sketches, drawings and models, to computer-aided design, students will explore the issues involved in a well-thought-out structure. By gaining a greater understanding of architecture and the design process, students can not only see their world anew, but also use this knowledge to have a positive impact on it. **Prerequisite:** *Art 200* or *Art 250.*

ART-302 Ceramics I
(F-W-S)
Ceramics I is designed for students with little or no prior experience with clay. Students will learn a wide variety of forming techniques that allow them to explore solutions to conceptual problems. The instructional emphasis will be on using ceramics as an expressive medium, with hand-building techniques predominating. Projects might include tile mosaics, clay masks and portraits, boxes, vessels and teapots. Class time will include demonstrations, critiques, slide and video discussions, as well as studio time. Students can expect to tackle projects that engage many of the key design concepts covered in the diploma requirement courses in art. Assignments for this class will explore the historical and contemporary uses of ceramics as well as the fundamental aesthetics of three-dimensional form. Students will see their pieces through the entire ceramic process, from wet clay, to glaze, to fired finished work. This course has a required evening lab. **Prerequisite:** *Art 200* or *Art 250.*

ART-303 Computer Media I
(W-S)
Computers have had an increasingly profound impact on the way in which images are constructed, represented and disseminated. Through various methods of manipulation, digital artists have experimented with the fragmentation, integration and layering of graphic, photographic and video imagery. Initially, small projects will be assigned to encourage students to experiment with the expressive potential within the Adobe Photoshop, Adobe Premiere, and Metatools Infini-D software programs. Students will then be able to define and construct a self-assigned final project of still or motion imagery. Projects may be presented as a short, thematic portfolio of individual or sequential imagery, a visual book, a video or CD-ROM project. **Prerequisite:** *Art 200* or *Art 250.* (Ms. Harrigan)

ART-304 Drawing I
(F-W-S)
This course will provide students with a sequential exploration of drawing methods and concepts. Students learn, through in-class exercises and formal assignments, skills and concepts relating to contour, gesture and full rendered drawings. They work with an assortment of materials while understanding the depiction of three-dimensional objects on a two-dimensional plane, use of light and dark contrast, use of proportion and perspective sighting. Assignments are designed to develop the students' skills in direct observation and to encourage creative, expressive thinking. The creative process will be explored through hands-on studio projects, critiques, and discussions of historical, contemporary and multicultural art. Trips to the Addison Gallery and other places of interest will complement the course. **Prerequisite:** *Art 200* or *Art 250.*

ART-305 Painting I
(F-W-S)
This class is designed to introduce students to the basic elements of painting in oils and/or acrylics. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing and blending. Issues of form/space relationships, composition and development of ideas are addressed in balance with the students' needs for self-expression. Class critiques, discussions and visits to the Addison Gallery complement and enhance the actual painting process. This class requires attending a two-hour evening lab each week. **Prerequisite:** *Art 200* or *Art 250.* (Ms. Trespas)

ART-306 Photography I
(F-W-S)
This class will explore, through presentations, demonstrations and group critique, basic black and white photographic image-making. Beginning with basic camera manipulations (a 35mm camera with manual capabilities is required) and film processing, students will be encouraged to explore the magic of light-sensitive materials. Instruction in printing black and white negatives with variable contrast filters will further direct each student in examining how a photographer carefully selects and represents his/her vision of the world. Meeting four hours a week, with five hours of preparation, the evening lab provides additional workshop time for toning prints, hand coloring techniques, and opportunities for individual critiques with the instructor. A limited number of rental cameras are available through the school for scholarship students. (Mr. Wicks, Ms. Harrigan)

ART-307 Printmaking I
(F)
Students develop personal imagery while learning several types of printmaking, including monoprint, intaglio/relief, collography and photographic screen printing. Images are developed in the computer and on a variety of surfaces such as metal, wood, and screens and are then transferred to paper or other materials by means of a printing press, hand rubbing or screen printing. Often several impressions will be taken from an inked surface and combined with other images or layers of thin papers. Emphasis is on gaining technical, conceptual and formal skills while developing ideas through the use of various types of printing and their combinations. Critiques, discussions and visits to the Addison Gallery contribute to student understanding of the concepts and processes behind printmaking. A required two-hour evening lab provides students with additional time to explore and develop ideas and skills. **Prerequisite:** *Art 200* or *Art 250.* (Ms. Trespas)

ART-308 Sculpture I
(W-S)
An introduction to concepts and techniques necessary to create sculptural forms. Exercises in various media, building or subtracting, welding, casting and carving are included. The historical context, from relief to current installations, will be studied. Students will be asked to make several pieces in a variety of media. Some reading and research required. **Prerequisite:** *Art 200* or *Art 250.*

ART-309 Video I
(F-W-S)
"Lights, camera, action!" Today video production is as exciting as the film tradition that invented this phrase. In this course students will learn basic principles of design and production through viewing and short narrative and documentary assignments. Students will learn to develop a script, use a camera, and edit their material. Some projects will be done by groups, others by individuals. All will help students learn to develop and convey their ideas by means of images and sound. Throughout the term students will view films and videos to give them an appreciation of these media and ideas for their own projects. **Prerequisite:** *Art 200* or *Art 250.* With permission of the art department chair, students who have taken *Art 200* may enroll in *Video II (Art 409)* if they are confident of their ability to use the camera and edit.

ART-311 Design for Living
(F)
This course identifies some basic measures of successful design—equilibrium, economy, function, scale—within an ecological and historic frame of reference. Students design and build solutions to assigned problems. Discussion and written exercises ask students to think about design as it defines the human enterprise. Emphasis is on achieving understanding through the completion of projects of a three-dimensional nature. Through hands-on assignments, students will gain knowledge of the following: definition of space through the use of point, line, plane, volume and mass, basic structure of forms, the role of color and surface texture on form and the use of traditional and non-traditional media and techniques applicable to 3-D design. Completed projects are both non-functional

objects and functional items for living. Previous projects have included chairs, toys, wearable art, fantasy architectural spaces, shadow puppetry theatre, and built environments designed with an imaginary culture in mind. **Prerequisite:** *Art 200* or *Art 250.*

ADVANCED COURSES

Students continuing in art beyond the diploma requirement may take additional *300* level courses or *400* level courses. At the advanced level, two pathways are possible: advanced concentration courses and synthesis courses. As each *400* level course varies in requirements, it is important to check the prerequisites for each.

ADVANCED CONCENTRATION COURSES

ART-400/1 Advanced Placement: History of Art
ART-400/2
ART-400/3
Four class periods for Uppers and Seniors. Drawing from non-Western cultures (African, Asian, Latin American, Islamic) as well as Western cultures, this course explores architecture, painting, sculpture and photography as they reflect and perform important social and political work. Students use works of art as primary source documents in uncovering the values and concerns of diverse societies, in developing standards for evaluating and contrasting world cultures and in promoting an understanding of artistic expression and visual communication. The Addison Gallery and other local collections and exhibitions will provide for the study of original works of art. Each term may be taken separately. The fall term will focus on material from prehistory through the 14th century, and the winter term and spring term will cover a variety of international artistic responses relevant to visual literacy, historical development and contemporary context. This course will prepare students for the AP examination in history of art if taken all three terms. Completion of *Art 200* or *Art 250* is recommended but not required. (Ms. Quattlebaum)

ART-401/2 Architecture II
ART-401/3
In the second term of architecture, students will be encouraged to explore architectural design at greater depth. Students will continue to design through the use of sketches, drawings and models in a variety of different media, as well as with computer aided design. Through the study of historical precedents, students will consider such issues as approach, entry, structural organization, materiality and form. Term-long projects will often be assigned, giving students the chance to discover their own approach to integrating all of the necessary concepts into an architectural design. **Prerequisite:** *Art 301, Architecture I*; *Art 304, Drawing I;* or *Art 308, Sculpture I.*

ART-402/2 Ceramics II
ART-402/3
This course is designed for students who have taken *Art 302* and wish to continue their study of ceramics. Since *Art 402* is an advanced course, students will be asked to expand on their existing knowledge of ceramics, to strengthen their technical skills and to seek sophisticated conceptual and personal solutions to given assignments. Class projects will range in topic but will stress the concept of developing ideas in series: a series of bottle shapes, a series of vase shapes, etc. As a class, we will try to place ceramics within the continuum of artistic practice and explore its various manifestations. Students can expect to do some outside reading, to attend slide and video presentations and to visit the Addison and Peabody museums. Students will also participate in all aspects of the making and finishing of their work. This course has a required evening lab. **Prerequisite:** *Art 302, Ceramics I.*

ART-403/3 Computer Media II: Animation
This course is designed for the student who may wish to continue with more time-intensive computer art techniques. Starting with simple animations using Metatools Infini-D, students will create short 3-D animations. Stop motion animation will be captured with still and video digital cameras and the Adobe Premiere program. Traditional animation techniques such as roto-scoping will also be demonstrated as well as digital video input and output procedures. Creating simple animations with MacroMedia Director will also be explored. It is recommended that students take the Computer Media course prior to this course. **Prerequisite:** for three- and four-year students, the diploma requirement in art; for one-and two-year students, *Art 250, Visual Studies.* (Ms. Harrigan)

ART-405/3 Painting II
In this advanced painting course, students build on already-acquired technical experience from *Art 305, Painting I,* while developing their own image ideas. Through a variety of technical processes and conceptual approaches, students explore different ways of working. Painting in series, mixing media, innovating paint application, and utilizing collage and assemblage structure when appropriate further extend the possibilities for thinking about what a painting can be. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth. Critiques, Addison Gallery visits and exploration of artists' works and art historical issues relevant to the students' paintings are important components of this course. *Painting II* has a required two-hour evening lab. **Prerequisite***: Art 305, Painting I* or permission of the instructor. (Ms. Trespas)

ART-406/2 Photography II
ART-406/3
WINTER TERM—This course investigates more sophisticated photographic exposure options, archival printing techniques, digital photography montage and manipulation. The work of seminal figures of 19th and 20th century photography will also be explored. Students may choose to create several separate experimental works or a term-length thematic portfolio of self-motivated imagery. Portfolios may be presented in various forms, such as individual or group installations, handmade photographic albums and digital sequences. Opportunities to examine and discuss historical montage as well as contemporary bodies of work are intended to complement studio work. Group and individual critiques with the instructor are designed to give feedback and direction on work in progress and explore personal points of view. Classes meet four hours a week, with a minimum of five hours of preparation, along with a weekly scheduled evening laboratory for informal instruction. **Prerequisite:** *Art 306, Photography I.* (Ms. Harrigan)
SPRING TERM—What do you see? While this advanced photography course begins with a brief review of basic craft control and offers instruction in more sophisticated camera and darkroom techniques, the primary emphasis in this course is the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given, but much of each student's portfolio will be based on self-motivated imagery. Students may choose to create an open portfolio that includes a wide variety of photographic styles, create a cohesive thematic body of work, or develop a special project which may have as its final form a book or multimedia presentation. Slide presentations and discussions, photographic book reviews and visits to the Addison Gallery are offered to explore more fully the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week, with five hours of preparation. Evening labs are offered for informal instruction. **Prerequisite:** *Art 306, Photography I.* (Mr. Wicks)

ART-408/3 Sculpture II
Sculpture II offers the opportunity to work in practically every material available to sculptors today. Along with gas, arc and MIG welding, we have a plasma cutter that allows us to work in heavier metals, as well as draw in steel. Sewing machines for soft sculpture, a complete woodshop for carving, construction and installations and air tools for stone carving add to the possibilities of making sculpture. Aside from traditional sculptural forms, students have done mobiles in glass, wearable art, environments of changing light, props for the dance classes, and kinetic sculptures that transport people. A study of the evolution of sculpture as well as contemporary work helps to inspire ideas and open up possibilities for self-expression. **Prerequisite:** *Art 308, Sculpture I.*

ART-409/2 Video II: Filmmaking
ART-409/3
This course has the dual goal of learning the syntax of film narrative through screenings and exploring the expression of that language in practice. Students will storyboard, shoot and edit three short video exercises with a partner that deal with continuity of time and space, POV-reaction and offscreen space, and parallel action and editorial rhythm. In the process, students are instructed in the use of the Avid nonlinear digital editor. For a final project, students work alone in developing, shooting and completing a non-fiction idea, sometimes in the form of an expressive self-portrait or an objective documentary. **Prerequisite:** *Art 309, Video I* or *Art 303, Computer Media I.* With permission of the art department chair, students who have taken *Art 200* may enroll in *Video II (Art 409)* if they are confident of their ability to use the camera and edit. (Mr. Lanson)

SYNTHESIS COURSES

ART-420 (W) **Rosebud: The Restless Search for an American Identity (formerly *ART-410*)**

As a culture we have always been fascinated by identity, by quests to forge one or by the machinations to invent one. American artists Edward Hopper, Robert Frank and Beverly Buchanan, for example, reflect observations of self or describe the identity of others relative to the world around them. Many of our enduring American works of literature and film, such as *The Great Gatsby, The Catcher in the Rye* and *Citizen Kane*, center on the search for self. For most of us, the search for identity is an unending process in a constantly changing, more global America. This search will be brought into focus through film, literature and the visual arts in a two-credit multidisciplinary course that will offer many venues, including discussions, lectures, seminars and studio sessions. Students will be required to lead discussions, keep extensive journals and present projects shaped from their ideas about identity. There will be numerous readings (such as *The Awakening*, Chopin, and *Continental Drift*, Banks), weekly films (*Frances, Five Easy Pieces)* and hands-on visual assignments in various media. If you elect to take *Art 420*, you must also take *English 560D/2.* **Prerequisite:** Diploma requirement in art. (Ms. Crivelli)

ART-430 **Contemporary Communications: Arts and Minds (Not offered in 2001-2002)**

Designed as a seminar/studio course, this class will examine the methods of communication arts such as film, broadcast and digital technologies, theatre, performance art and the media. Aspects of ambiguity in select mainstream and independent films, performances, assigned readings and group discussions will explore issues such as audience, social responsibility, freedom of expression and censorship. This class has the opportunity to create a group, broadcast-quality program of a current Phillips Academy theatrical production directed by Kevin Heelan. The instructor may substitute other appropriate programs on campus for this final project by arrangement. **Prerequisite:** successful completion of two courses in art, music or theatre. (Ms. Harrigan)

ART-440 (S) **A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War**

Students must also enroll in *English 592/3*. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's responses to the war through a wide range of media, including documentaries, novels, photography and songs. Class times incorporate films, speakers, music, related visual art in all media, and double-period seminars, often led by students. Students keep weekly journals and participate in class discussions and workshops that help them fashion responses of their own to the era. This will include a project of their own choosing at the end of the course. (Ms. Veenema)

ART-460 (S) **Art in the Community**

This course will take art out of the classroom and into the community. Team-taught by representatives of the Addison Gallery, the art department and the Community Service program, *Art in the Community* is an introduction to the ways in which the visual arts create and define community, facilitate social change and express cultural identity. Course work will include readings, hands-on art making, journal writing and community-based research. Visits to the Addison Gallery of American Art and collaborative work with community-based organizations will culminate in a public exhibition of the works created. Collaborative work will depend on the needs and interests of both the community and the participating students, and may vary from term to term. Previous community service is helpful but not required. **Prerequisite:** completion of diploma requirement in art in addition to one extra trimester in art. (Ms. Crivelli, Ms. Bernson, Mr. Green)

ART-470 (W) **Extensions of Mankind**

When Marshall McLuhan stated "the medium is the message" in 1964, a new dialogue began about the nature of human communication. This survey/studio course will involve students in an investigation of the historical, social, economic, political, cultural, ethical, psychological, aesthetic and philosophical aspects of mass communication and media. Special attention will be paid to developments and inventions that moved the exchange of human experience and ideas beyond cave drawings, storytelling and tribal boundaries. The course will emphasize mass communication as it has developed

during the 20th century—The Broadcast Century—and what role media have played in recording and shaping human history. Assuming students enter the course from a wide variety of message-making and interdisciplinary backgrounds, their projects will be created with previously developed skills and therefore may take on many possible forms, such as video, animation, performance piece, essay, photography, sculpture, installation, collage/assemblage, sound piece, cartoon, etc.
Prerequisite: Diploma requirement in art. (Mr. Wicks)

CONTINUING

ART-500 **Advanced Placement: Studio Art**
(not offered in 2001-2002)
This course is for students interested in assembling a portfolio of work either for application to college or for submission to the Advanced Placement examination. Students are expected to attend weekly critique sessions designed to help them develop individual projects to pursue outside of class. Workshops are held to introduce different media. Any student who plans to submit a portfolio for the spring Advanced Placement examination should plan to take art courses every term.
Prerequisite: Two trimesters of art beyond the diploma requirement.

Classical Studies

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under World Languages.

CLAS-310 **Etymology**
(F-W-S)
Four class periods. Open to all classes. English has an immense vocabulary, far larger than that of any other language, over half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body and feet (prefix, main root and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders and captains of commerce. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

CLAS-320 **Greek Literature**
(not offered in 2001-2002)
Four class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry and philosophy are stressed as aspects of the wider evolution of European thought. The major problems that still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others.

CLAS-330 Classical Mythology
(not offered in 2001-2002)

Four class periods. Open to all classes. The interest of the 20th century in classical mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus and Agamemnon, among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art and music provide the core for the study of the use of myth in human life.

English

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take *English 100* and may not take *English 200*. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300* and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310* and three terms of English electives. Uppers who miss the spring term of *English 310* must take *English 570 or English 582* during their senior year. International students who are new Uppers begin the sequence according to placement by the department: *English 200* or *English 300*; returning international students continue the sequence or confer with the department chair concerning placement. One-year American students ordinarily begin with a writing-intensive section of *English 550* or *560* (unless the department chair approves enrollment in another elective), followed by electives in the winter and spring terms; one-year international students begin with *English 400/1*, *2* or a writing-intensive *550* or *560* followed by a course designated by the department chair in consultation with the students' teachers. Any course so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence, or select in accordance with placement by the department. Related courses, whose prerequisites vary, are listed elsewhere in this booklet. Students in yearlong senior electives may select the elective for the winter or spring term, as may any other Senior.

All English courses meet for four prepared classes a week unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.

REQUIRED COURSES

ENGL-100/0 English: The Myth and the Journey
(a yearlong commitment)

English 100 invites our youngest students to explore together the journey, their own as well as that traveled by others—persons both real (Anne Frank in *The Diary of Anne Frank* or John Proctor in *The Crucible*) and fictional (Prospero in *The Tempest*; Telemachus in *The Odyssey*). In their travels, students are encouraged to reflect upon how they and others use language in different genres. They practice different modes of discourse

in their journals and in their writing. During the course of the year, the emphasis switches from writing about personal experience to writing about literature, though assignments in exposition or narration occur throughout the year.

From class discussions, from peer-editing, from group projects and papers, students come to feel more secure about themselves as Andover students and more comfortable as ever-more skillful readers and writers. Cultivating in our Juniors what Gerard Manley Hopkins called "all this juice and all this joy" underlies our efforts in this course, an invitation to celebrate their skills and those of distinguished writers.

As young writers, *English 100* students try a variety of writing in response to their own experiences and to what they read, discovering in particular the luxury of the sentence as it conforms to and shapes ideas as they evolve from the inner voice to the written word. They learn how the sentence serves the voice in written expression ranging from the pragmatic to the poetic. A year of writing journal entries, as well as assigned paragraphs and longer pieces that range from personal essays to the beginning of critical analysis, will prepare students for the forms and structures they will encounter in the fall term of *English 200.*

ENGL-200/0 Writing to Read, Reading to Write
(a yearlong commitment)

In the fall term, students focus intensely on the relationship between the writer's tools and the writer's intentions. The students study grammar and usage as they relate to style and rhetoric, using their own writing, exercises provided by the instructor and an anthology of essays. Focusing on the use of sentence patterns and methods of organizing information, students read the essays as examples of style and rhetoric. They experiment with the relationship between expressive and expository modes of expression, trying out sophisticated sentence patterns and paragraph constructions in their own writing by imitating and analyzing selected essays and practicing techniques on topics of their own choosing. The emphasis is on helping students to express themselves and their opinions more persuasively and clearly, both in speech and in the written word. Students learn about making specific syntactical and stylistic choices as they write, as well as making broader decisions about rhetorical modes of development.

In the winter term, students continue to work on the sentence and the paragraph, but the texts are anthologies of poetry and short fiction, and the subject matter is literature. While the course introduces literary terms and strategies for understanding poetry and fiction, the literature serves mainly as an opportunity to work on writing skills, reinforcing the lessons of the fall term and introducing argument and persuasion as patterns of thought that can guide the writer logically through a discussion about a poem or short story.

In the spring term, the students and teacher devote the majority of the term to a novel. While the term may begin with short fiction, the course focuses on the skills necessary to read, interpret and write about a longer work. The class discusses everything from the use of passages in close textual analysis to different critical and rhetorical approaches to a literary work. During the spring term, students write a research paper related to aspects of the novel the class is reading. Students, therefore, will learn how to use the library's resources and to write a paper using some of those resources.

English 300 and 400

English 300 and *400* emphasize writing about literature as a way to discover meaning; both encourage open discussion. Gradually, these courses stress longer and more sophisticated literary analyses. While emphasizing the analytical—both the close reading of texts and the focused writing that asserts a thesis and supports its points with extensive textual evidence—these courses also encourage other forms of expression, such as journals, narratives, role-plays and parodies.

ENGL-300/4 The Story of Literature (T2)
(a two-term commitment)

All literature tells one story, the story of people's experiences—their dreams, their desires, their acts, their mistakes. Inspired artists in every tribe and civilization have created tragedies, comedies, satires and romances. Students in this course explore these forms by reading short stories, poems, novels and plays from various historical periods and countries. *English 300* is deeply concerned with the imaginative elements that lift a work out of its immediate circumstances and place it within the human community of culture. Texts common to all sections are Sophocles' *Oedipus Rex* (Term 1) and Geoffrey Chaucer's *The Canterbury Tales* (Term 2). Substantial attention is given to women and ethnic writers. Authors commonly elected by teachers include Emily Bronte, Ralph Ellison, Jane Austen and Toni Morrison.

ENGL-301/4 The Seasons of Literature (T2) for New Uppers
(a two-term commitment)
For new Uppers, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

ENGL-310 Shakespeare
(S)
No writer has influenced the literature of the English-speaking world so much as William Shakespeare. He was both of his age and for all time. *English 310* employs the perceptual and writing skills learned in the prior two terms and presents new, more complex problems and perspectives. Films and student performances of Shakespeare's plays complement the study of the plays as literary texts. A common text shared among all sections is *Hamlet, Prince of Denmark.*

ENGL-311 Shakespeare Workshop
(S)
Four class periods. An intensive study of several plays by Shakespeare, with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics and interpretation. Students read aloud, act, memorize and perform scenes and soliloquies. **Prerequisite:** *English 300/4* or *English 301/4*, and permission of the department chair. This course is offered also as *Theatre 530.*

ENGL-400/1 American Studies for
ENGL-400/2 International Students
Primarily for but not limited to one-year students from abroad, this course provides intensive training in reading, literary fundamentals and expository writing. The focus of this course is on American culture, values and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading and writing skills required for success in other senior electives. (Dr. Pottle)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200* and *300* or *400.* Courses at the *500* level may require more than the standard four to five hours per week of homework. Each course has four class periods a week, unless specifically stated otherwise. While none of the department's electives requires yearlong participation, students may choose to remain in a yearlong elective. The courses below represent those courses offered in the academic year 2000-2001.

ENGL-540/1 Non-Fiction Writing
ENGL-540/2
ENGL-540/3
This is a writing workshop for students interested in becoming skilled writers. In this course writers will develop their talents in the art of essay writing. The course requires that the student write extensive pieces in a number of non-fiction modes: personal essay, analysis, argument and feature writing. While there are not always daily assignments, students can expect to be writing nightly. They can also expect to read extensively in anthologies, magazines and newspapers. Students are encouraged to submit their work for publication. In the spring term, the focus shifts to consider the art of the memoir. Students write short autobiographical exercises and read several examples of memoir in preparation for writing an extended piece about their own experience. Texts may include Richard Wright, *Black Boy*; Annie Dillard, *A Writer's Life*; Paul Monette, *Becoming a Man*; John Gould, *The Withering Child.* (Mr. Gould)

ENGL-541/1 Writing Through the
ENGL-541/2 Universe of Discourse
ENGL-541/3
A course for students interested in experimenting with many different genres of writing. Students are invited to experiment with essays, poetry, literary criticism, letters, autobiography and other forms of written discourse. Once a week they are invited (but not required) to join a writing workshop with Lawrence elementary school students. This course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Readings for the course include texts from a variety of cultures. Some examples: *The Autobiography of Malcolm X*, Haley and Malcolm; *Down These Mean Streets*, Thomas; *Their Eyes Were Watching God*, Hurston; *Cathedral*, Carver; *White Noise*, DeLillo; *The Homecoming*, Alvarez; *I Write What I Like*, Biko; *Sassafrass, Cypress & Indigo*, Shange; *Jacklight*, Erdrich; the poetry of William Blake, Sylvia Plath and William Shakespeare. (Mr. Bernieri, Ms. Edwards)

ENGL-542/2 Milton and *Paradise Lost*
ENGL-542/3
"He can please when pleasure is required," wrote Samuel Johnson of the writing of John Milton, "but it is his peculiar power to astonish." In this course we shall study as our core text the epic poem *Paradise Lost*, considering the particular combination of theology, political climate, epic tradition and personal education that gave rise to Milton's vivid vision of heaven and hell. Milton's influence on later English writers will be investigated as well, especially with regard to his verse style and his inclination toward the sublime. Through critical and creative writing assignments, students will be challenged to consider contemporary applications of a work that Dr. Johnson tells us "may claim first place ... among the productions of the human mind." (Ms. Flynn)

ENGL-543/2 James Joyce
ENGL-543/3
Five class periods. The first term is devoted to *Dubliners* and *A Portrait of the Artist*; the second term to *Ulysses*. The purposes of the course are to develop the skill to read important and difficult works without the aid of study guides or other secondary material, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Mr. O'Connor)

ENGL-544/1 Man and God
ENGL-544/2
ENGL-544/3
"Where is God to be found?" The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include *King Lear*, Shakespeare; *The Plague*, Camus; *The Great Gatsby*, Fitzgerald; *The Little Mermaid*, Andersen; *The Women of Brewster Place*, Naylor; *Zorba the Greek*, Kazantzakis; short stories, Kafka; *Dawn*, Wiesel; *Alice in Wonderland*, Carroll; *In the Time of the Butterflies*, Alvarez; *Maus*, Speigelman; *The Little Prince*, Saint-Exupery; *The Bluest Eye*, Morrison; *Notes from the Underground*, Dostoevsky; short stories, O'Connor; *Long Day's Journey into Night*, O'Neill; *Amadeus*, Shaffer. (Miss St. Pierre)

ENGL-545/1 Literature of Two Faces
ENGL-545/2
ENGL-545/3
This course studies the relationship between American mainstream and minority cultures, introducing students to the myth, magic and morality of ethnic identity as it emerges in a dialectic between the community and the individual, as the American struggles to be apart from and a part of larger communities. Authors include Rita Dove, Toni Morrison, Sonia Sanchez, Jimmy Santiago Baca, Amy Tan, Cristina Garcia, Louise Erdrich, Ai, Paul Monette, Leslie Marmon Silko, Isaac Bashevis Singer, Maxine Hong Kingston, Sherman Alexie, Ana Castillo, James Baldwin, Gish Jen, N. Scott Momaday and August Wilson. (Mr. Thorn)

ENGL-546 Modern Drama
(not offered in 2001-2002)
The course focuses on the great playwrights in modern European and American drama since 1890. The plays will be studied in terms of script analysis—the structure and vision of the individual plays—as representatives of significant dramatic movements in the 20th century and in terms of the cultural and historical context of their era. Possible areas of in-depth study might include: changing roles of women in society (Ibsen, Shaw, Glaspell and others); the comic vision (Shaw, Wilde, Chaplin, the screwball comedies of the '30s and the absurdist comedies of the '50s and '60s); social, political and historical contexts (O'Casey, Hansberry, Brecht, Odets and The Group Theatre, Duerrenmatt, Caryl Churchill); the American family (Hansberry, O'Neill, Miller, Williams). When appropriate, dramatic texts will be paired with films on similar topics (*The Nasty Girl, Lonely Are the Brave, Some Mother's Son, A Soldier's Story, One Flew Over the Cuckoo's Nest, The Women*). (Ms. Braverman)

ENGL-547/1 Books of Laughter and Forgetting
The novel as a genre has experienced evolutionary, even revolutionary, changes almost from the moment of its invention. Contemporary novelists around the world continue to reinvent their art as they attempt to capture the complexities of modern experience. In this course, we will study the works of novelists who write as essayists, historians, political activists, illusionists, poets, priests and scientists. We will discover novels in which the author is the main character and in which the author is nowhere to be found. The novels we read will force us to reevaluate how we distinguish between absolute knowledge and the condition of knowing. Once considered the most rigidly constrained of the writer's genres, the modern novel defies its so-called

conventions. This is a reading intensive course in which students can expect slightly more than the usual nightly assignment. There is one major paper of 15-20 pages due three weeks before the end of the term, and a final based on the reading immediately preceding and following the paper. Our texts might include works by Don DeLillo, Milan Kundera, Joan Didion, Jose Saramago, Haruki Murakami, Mario Vargas Llosa, N. Scott Momaday, George Konrad, Toni Morrison, Alan Lightman, T. Coraghessan Boyle, Umberto Eco, Chang-Rae Lee, Louise Erdrich, A.S. Byatt, Kurt Vonnegut, Thomas Pynchon, Gabriel Garcia Marquez, Evan S. Connell, Anchee Min, Salman Rushdie, Monika Maron, Fumiko Enchi, Penelope Fitzgerald, Philip Roth, E.L. Doctorow and Colson Whitehead. (Mr. Thorn)

ENGL-548/1 Drama and Culture
In this course, we will look at ways in which the anxieties and prevailing beliefs of an era surface in its theatre. Students will write critical and creative responses to plays and participate in staging scenes as a means of exploring the texts. We will read drama of the English Renaissance, with texts drawn from the works of William Shakespeare, Christopher Marlowe, Ben Jonson and John Webster. We may also read plays from the 20th century, focusing on absurdist works by Luigi Pirandello, Eugene Ionesco and Samuel Beckett, among others. (Ms. Flynn)

ENGL-549/2 Jewish Writers
(not offered in 2001-2002)
This course will explore the Jewish experience in literature and in film. Texts may include the literature and social contexts of the Eastern European shtetl (Sholem Aleichem, I.B. Singer, I. Peretz), the immigration to America (Henry Roth, Mary Antin), the Holocaust (Edward Wallant, Primo Levi), and Israeli writers (Amos Oz), but the primary focus will be on modern Jewish American writers such as Clifford Odets, Saul Bellow, Bernard Malamud, Phillip Roth and Grace Paley. Discussion will focus on the themes of assimilation and identity, parent-child conflicts, the relationship of men and women. We may also take a foray into American Jewish humor and stand-up comedy. Films may include *The World of Sholem Aleichem, Hester Street, Europa Europa, Quiz Show, Goodbye Columbus, The Heartbreak Kid, Annie Hall, Dirty Dancing, Crossing Delancy.* (Ms. Braverman)

English 550
LITERATURE FROM OVERSEAS

With a primary focus on the literature of England, these courses study cultural themes and artistic developments in the Western world. These courses may consider English literature in the context of the literature of the continent and the colonial empires. They focus on developing skills in reading and writing.

ENGL-550A Great Traditions in Literature: The Epic Poem
(not offered in 2001-2002)
This course studies the development of the epic poem through Classical, Medieval and Early Modern contexts. Texts: *The Iliad, The Odyssey, The Aeneid, Metamorphoses* and *Moby Dick.* (Mr. McGraw)

ENGL-550B/1 Great Literary Landscapes: The English Arcadia
Edmund Spenser's poetry, filled with the magic of knights and ladies, ogres and sprites, shepherds and shepherdesses, is dominated by sylvan England and Ireland; John Milton's works are equally grounded in the rural, even when they treat epic adventures like the War in Heaven. In this course students read selections from the minor works of Spenser and Milton and concentrate on Milton's *Paradise Lost*, as well as one or two books of Spenser's *The Faerie Queene.* (Mr. Kalkstein)

ENGL-550C/1 Literature and the Natural World
Throughout the history of literature, descriptions of the natural world have mirrored the developments of the human world. From the Romantic poets, who see in mountains and rivers the meeting of the divine and man; to the Victorians, like Hardy, who look to the landscape to express the relationships of men and women; to the moderns, like Lawrence and Eliot, who search for meaning in an increasingly disjointed world ravaged by industrialization, we will examine the representation of nature and study the subjective realities of the objective universe. Readings include poems by Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Yeats, Lawrence and Eliot (including *The Four Quartets*), along with Hardy's *Far from the Madding Crowd* and Lawrence's *Sons and Lovers.* (Ms. Fan)

ENGL-550D/1 Yeats and the Irish Tradition
Since the establishment of Ireland's independence in 1921, the unique contribution of this nation's literature and culture has gained increasing international recognition. W.B. Yeats, the first of four Irish Nobel laureates and one of the dominant poets of the 20th century, played a key role in the revival of Irish culture. The course will focus not only on Yeats' poetry and drama, but on the great artists who preceded and followed him. Poetry, fiction, drama, as well as art, music and film, will be considered as part of this course, including some of the following. Poetry: *Selected Poems*, W.B. Yeats; *Opened Ground*, Seamus Heaney; *The Water Horse*, Nuala Ni Dhomhnaill. Fiction: *The Year of the French*, Thomas Flanagan; *Reading in the Dark*, Seamus Deane; *Castle Rackrent*, Maria Edgeworth. Drama: *Selected Plays*, W.B. Yeats; *The Playboy of the Western World* and *Riders to the Sea*, J.M. Synge; *Waiting for Godot*, Samuel Beckett; *Translations*, Brian Friel. Film: *Michael Collins* (director, Neil Jordan), *The Field* (director, Jim Sheridan), *Cal* (director, Pat O'Connor). (Mr. O'Connor)

ENGL-550E Modern English Literature: The Empire Strikes Back (not offered in 2001-2002)
In 2000-2001 the focus of *English 550E* is the literature of 20th century India. The core text, *Mirrorwork: 50 Years of Indian Writing (1947-1997)*, which includes work by four generations, represents the best Indian writing of the half-century since the country's independence from Britain. Guest speakers will include members of our faculty knowledgeable about India's history and religions, as well as those in the area who are from or have traveled in India. Because the course attempts to create a narrative in which the symbiotic relation between colonizers and colonized becomes apparent, in the winter we will read Salman Rushdie's *East, West: Stories*, V.S. Naipaul's *India: A Million Mutinies Now*, Arundhati Roy's *The God of Small Things* and Gita Mehta's *A River Sutra.* In the spring, the focus shifts to Ireland and Yeats, Heaney, Deane and Joyce. (Ms. Kelly)

ENGL-550F/3 Thomas Hardy and Charles Dickens
Arguably two of the greatest masters of the novel of all time, Hardy and Dickens were also immensely popular writers, thrilling readers with epic tales of betrayal, romance and heroism in grand settings defining the social, economic, political and moral climate of their day. Students will read two works by Thomas Hardy – *The Return of the Native* and *The Major of Casterbridge* – and two works by Charles Dickens – *Great Expectations* and *David Copperfield.* We will study these masterworks in some detail, both as thoroughly enjoyable adventures and as profoundly important works of art. Students will write a short paper on each of the four books. (Mr. Thorn)

English 560
LITERATURE OF THE AMERICAS

With a primary focus on North American literature, these courses study cultural themes and artistic developments in the Americas. They focus on developing skills in reading and writing.

ENGL-560A/1 Great Themes from America:
ENGL-560A/2 Voices Within the Culture
ENGL-560A/3
This course is a study of fiction, poetry and non-fiction in which men and women struggle for identity and self-realization in a world of change and cultural upheaval. The readings for each term, drawn from a variety of cultures, will be organized on central motifs (fall: The Land; winter: Conflict and War; spring: Family) and students will trace connections between the nature of ideas and the forms of expression. Texts may include: Thoreau, *Walden*; Faulkner, *The Bear;* Silko, *Ceremony*; Ellison, *Invisible Man*; Erdrich, *Tracks*; Kennedy, *Very Old Bones*; and Morrison, *Jazz.* (Mr. Stableford)

ENGL-560C/3 Imagining Cool: Popular Image Culture
In this intensive survey course, we will study popular image culture within American fiction, poetry, drama and film. Authors might include: Kurt Vonnegut, J.D. Salinger, Amy Tan, John Knowles, Thomas Pynchon, Tennessee Williams, Carson McCullers, Ntozake Shange, Marilyn Chin and F. Scott Fitzgerald. Films might include: *Dead Poets Society, Clueless, American Beauty, 10 Things I Hate About You* and *Election.* (Ms. Grieco)

ENGL-560D/2 Modern American Literature
Rosebud: The Restless Search for an American Identity

As a culture we have always been fascinated by identity, by quests to forge one or by the machinations to invent one. American artists Edward Hopper, Robert Frank and Beverly Buchanan, for example, reflect observations of self and describe the identity of others relative to the world around them. Many of our enduring American works of literature and film, such as *The Great Gatsby*, *The Catcher in the Rye* and *Citizen Kane*, center on the search for self. For most of us, the search for identity is an unending process in a constantly changing, more global America. This exploration will be brought into focus through film, literature and the visual arts in a two-credit multidisciplinary course that will offer many venues, including discussions, lectures, seminars and studio sessions. Students will be required to lead discussions, keep extensive journals and present projects shaped from their ideas about identity. There will be numerous readings (such as *The Awakening*, Chopin, and *Continental Drift*, Banks), weekly films (*Frances*, *Five Easy Pieces*), and hands-on visual assignments in various media. Students who take *English 560D* must also take *Art 420*. (Ms. Crivelli, Mr. Bardo)

ENGL-560E/1 What a Paradise It Seemed: The Literature of the American Suburb

We're into the new millennium, and a majority of Americans now live in the suburbs. But what is their world? Is their moral order that of "Father Knows Best" or *American Beauty*? Are their teenagers those of "Leave It to Beaver" or *Welcome to the Dollhouse*? What does it *mean* to be suburban? In this course we will consider the social, psychological and literary resonance of the contemporary American suburb. We will determine how, if at all, a cultural phenomenon so disdained by so many critics could ever produce anything of genuine artistic worth. Our texts will include novels and stories by John Cheever, John Updike and Joyce Carol Oates; essays by Kenneth Jackson and Jane Jacobs; and films by Bryan Forbes and Ang Lee. (Mr. Domina)

ENGL-570/2 Shakespeare on the
ENGL-570/3 Page and Stage

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone might not reveal his scene-making ability and theatricality. In this course we will experience the plays as playtexts, directing and acting in scenes, as well as watching films of vintage and recent productions. (Mr. Kalkstein)

ENGL-571/1 The Short Novel:
ENGL-571/2 Risk and Romance
ENGL-571/3

This course uses a mix of seminar classes, films and regular, individual student-teacher conferences to examine experimental short novels from around the world. Students learn to draw conclusions about the artistic and social forces that gave rise to these novels. Each term draws comparisons among works by Vonnegut, Mann, Joyce, Walker, Puig, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia and others. (Mr. Peffer)

ENGL-572/1 The Essential Gesture: A Study of Resistance in Literature and Film

Students must also enroll in *Philosophy and Religious Studies 450*. The range of human capacity for cruelty and compassion, cowardice and heroism, blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance and hope raise important issues of human responses to political and social oppression. What are the origin, nature and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lens of philosophical texts, literature and film of particular global struggles we shall explore these and other questions in a seminar format. This is a multidisciplinary, two-credit course, so that students who take *Philosophy and Religious Studies 450* must also take *English 572*. Texts may include: *Imagining Argentina, Waiting for the Barbarians, Man's Search for Meaning, In the Time of the Butterflies*. Films may include *The Official Story, A Dry White Season* and *Death and the Maiden*. (Mr. Bardo)

ENGL-573/1 History and the Novel
ENGL-573/2
ENGL-573/3

Since its inception in the 18th century, the novel in English has had a fascinating history, with some of the most striking innovations occurring remarkably early. Nevertheless, there are distinctive qualities to each century of the novel's existence. This course, moving chronologically and including some consideration of the poetry, art and music of each period, is designed to be yearlong, but students may join the class any term. FALL TERM—The 18th Century. We will devote most of the term to Henry Fielding's long satiric and comic

masterpiece, *Tom Jones*. The last weeks of the term we will read Jane Austen's final and most lyrical novel, *Persuasion* – a bridge between satire and romance.
WINTER TERM—The 19th Century. Again, we will concentrate on one long novel, *Bleak House*, the work many consider Dickens' greatest. A double narrative and a mixture of satire, comedy, mystery and psychological drama, *Bleak House* is a rich portrayal of Victorian England and an interesting contrast to *Tom Jones*.
SPRING TERM—The 20th Century: The Sane and the Insane Truth of Virginia Woolf and William Faulkner. Woolf's and Faulkner's stream-of-consciousness fiction explores, among other things, what Woolf called "the sane truth and the insane truth." Two of the greatest modern novelists, Woolf and Faulkner are also two of the most interesting to compare. We will read *Mrs. Dalloway* and either *As I Lay Dying* or *The Sound and the Fury*, as well as short stories by each author. (Ms. Fulton)

ENGL-574/1 The Longest Novel Ever Written
ENGL-574/2
ENGL-574/3
Anthony Powell, who died in 2000, wrote a massive 12-volume comic novel called *A Dance to the Music of Time*. It consists of more than a million words, several hundred characters, 2,948 pages. The novel follows the life of its English narrator, Nicholas Jenkins, who resembles Powell himself in many ways: Eton and Oxford student in the 1920s, London writer during the 1930s, Army officer during World War II, mature novelist in the post-war period. Powell has a sophisticated, satirical eye as he describes the British intelligentsia, some of them based on actual people. The characters, however, with their extraordinary names and manners – Charles Stringham, Dicky Umfraville, Myra Erdleigh, Bijou Ardglass, Scorpio Murtlock, and above all, the odious Kenneth Widmerpool – far transcend any real-life models. We will read four volumes per term. Each term can stand alone, although a student may choose to follow the entire sequence during the course of the year. (Mr. Gould)

ENGL-577/1 The Literature of Travel Writing
ENGL-577/2
ENGL-577/3
"Successful travel writing mediates between two poles: the individual physical things it describes, on the one hand, and the larger theme that it is 'about,' on the other. A travel book will make the reader aware of a lot of things—ships, planes, trains, donkeys, sore feet, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, risky food. At the same time, a travel book will reach in the opposite direction and deal with these data so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysical, political, psychological, artistic, or religious—but always, somehow, ethical." (Paul Fussell, 17)

Travel may be a quest, an escape or an exploration. Great travel writing can be a powerful and beautiful form of literature that leaves a lasting impression. In this course, we study all forms of writing by all manner of writers as they relate the experience of travel—the enlightenment, the transformation, or the comprehension of cruel and comical ironies. Writers may include Herodotus, Marco Polo, Columbus, Swift, Johnson, Blake, Darwin, Emerson, Twain, D.H. Lawrence, Lardner, Capote, Waugh, Bowles, Lively, Pritchett, Naipaul, Theroux, Marquez, Matthiessen, William Least Heat Moon, E. Annie Proux.

In the spring term, the *Literature of Travel* course turns to the study of essays, diaries, articles and books from adventurers and explorers in the 19th and 20th centuries. Students will read literature from the early Polar, Antarctic and Himalayan expeditions on through the best of the current "adventure" fare and will write several non-fiction travel essays of their own. Texts may include works by and about Charles Darwin, Capt. James Cook, Richard Burton, Sir Ernest Shackleton, Sir Edmund Hillary, James Ramsey Ullman and modern writers Bruce Chatwin, Paul Theroux, Jon Krakauer and others. (Ms. Scott)

ENGL-578/1 Feasts and Fools:
ENGL-578/2 Revelers and Puritans
ENGL-578/3 in Literature and Life
This course examines what Jean Toomer called "the good-time spirit" and its opposite, as manifest in major literature, including drama and film. Along with critical writing on literature, the students occupy themselves with parties and festivities in their lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative and semiological research projects, creative writing and reports. Texts have included *Mrs. Dalloway, Sir Gawain and the Green Knight, Love in the Time of Cholera, Vile Bodies, Like Water for Chocolate, The Custom of the Country, A Year in Provence, House of Sand and Fog,* selected short stories and poetry. Films include *Babette's Feast, Much Ado About Nothing* and *Table Manners.* (Mr. Wilkin)

ENGL-580/1 **Narrative into Drama: Introduction to Playwriting (not offered in 2001-2002)**

Students will write a one-act drama based on a personal narrative. For the first half of the term, the focus will be on dramatic structure and techniques for transforming story into plot; we will study and practice the techniques of story theatre, and the multiscene play, but the primary emphases will be on the craft of the one-act play and Aristotle's "unity of time, place and action." The second half of the term will focus on the skills of creating authenticity of place, character and dialogue. We will read or see various models of playwriting, including Sophocles' *Oedipus Rex*, Fugard's *Master Harold and the Boys*, Synge's *Riders to the Sea*, Glaspell's *Trifles* and Chekhov's *Uncle Vanya*. The primary emphasis will be on workshop presentations of students' works in progress. The last two weeks of the term will be devoted to staged readings (student-directed and acted) of all student plays, and it is hoped some of them will go on to full production in the spring festival of student drama. (Ms. Braverman)

ENGL-581/3 **Theme Studies: To Be Announced**

ENGL-582/3 **Cultural Studies: To Be Announced**

ENGL-583/1 **Writers in Depth**
ENGL-583/2

This seminar offers the opportunity to know distinguished American writers well through reading their short stories and selected novels as well as biographies and critical appraisals. What mattered to these writers? How did their lives affect their writing? What have the critics said about their work? Most important of all, what does their writing mean to us? Frequent short papers and a term project or final examination. Writers for 2001-2002 are Ernest Hemingway and F. Scott Fitzgerald. Though different in style and in subject matter, the writers in this course reflect a concern for what Faulkner called in his Nobel Prize acceptance speech "the old universal truths . . . courage and honor and hope and pride and pity and compassion and sacrifice." (Mr. Price)

ENGL-584/2 **Interdisciplinary Studies: History and Literature of the Civil War (see *History 680/3*)**

Historian Shelby Foote said, "Any understanding of this nation has to be based on an understanding of the Civil War." But how can one possibly understand the Civil War? Since the conflict began, countless Americans have tried to make sense of it – through letters, journals, memoirs, photographs, songs, poems, novels, films and histories. In this interdisciplinary course, taught in cooperation by a history teacher and an English teacher, we will attempt to reach some understanding of the Civil War and its legacy. This is not a course in military history. Texts may include histories by Foner and Woodward and literature by Dunbar and Faulkner.

This is the first half of a two-term class sequence. It is strongly recommended that if you register for this course you also register for *History 680* in the spring term. (Mr. Domina and Mr. Jones)

ENGL-585/1 **Creative Writing: Poetry**
ENGL-585/2
ENGL-585/3

This course is for students committed to reading and writing poetry. Students will be asked to write about poetry in addition to composing their own poetry. If students wish to take *English 585* in the fall term of their senior year, they must submit a small portfolio (two poems) to the department chair in the spring term of their upper year to qualify for the course. The chair will read the portfolios in consultation with the writer-in-residence to determine who may take the fall term section. (Mr. Murray)

ENGL-586/1 **Creative Writing: Fiction**
ENGL-586/2
ENGL-586/3

This course is for students committed to reading and writing short fiction. Students will be asked to write about short fiction in addition to composing their own short fiction. If students wish to take *English 586* in the fall term of their senior year, they must submit a small portfolio (one short, short story) to the department chair in the spring term of their upper year to qualify for the course. The chair will read the portfolios in consultation with the writer-in-residence to determine who may take the fall term section. (Mr. Murray)

ENGL-587/1 Neither Fear Nor Courage:
ENGL-587/2 Modernism Across the 20th
ENGL-587/3 Century

In the waning hours of the belle époque, under the calamitous shadow of a devastating world war, the advent of the 1900s in Europe and America witnessed a profound change in the established social order. A breach of faith in the ability of traditional literary modes to represent the dissonance of modern life ensued. In this course we will examine stories of character in crisis; the modern hero's struggle to find moral order and certainty in a world which no longer makes sense according to conventional structures of meaning. From the birth of modernism through its recent legacy, we will read novels and plays that seek new ways of conceiving the human self as a creature of alienation and longing. In the fall, we will read modernist masterpieces by such authors as Eliot, Woolf and Faulkner. In the winter, we will turn our attention to the African-American writers of the Harlem Renaissance and Ralph Ellison's *Invisible Man*. In the spring, we will move beyond the Anglo-American tradition to such writers as Mann, Kafka, Beckett, Borges and Márquez. (Ms. Tousignant)

ENGL-588/1 Cultural Studies:
ENGL-588/2 Adapting Shakespeare

From Japan to America's heartland, Shakespeare's work has had such an extraordinary influence on countless novelists, poets, playwrights and filmmakers that Shakespeare himself never could have anticipated. This course will seek to explore that influence by examining the texts from which Shakespeare created his own adaptations, studying his plays, and focusing on contemporary film and book adaptations that respond to them. For the final project, students will have the opportunity to create their own Shakespearean adaptation in any form they choose: a painting or drawing, a song or musical piece, a short story or scene, a poem, a dance, costuming, etc. Possible films and works may include: Akira Kurosawa's *The Bad Sleep Well* or *Ran*, Jane Smiley's *A Thousand Acres*, Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, the Shakespeare episode of "Star Trek," Kate Daniels' "The Tragedy of Gertrude, Queen of Denmark," Ronald Harwood's *The Dresser*, Salman Rushdie's *Yorick*, Margaret Atwood's *Gertrude Talks Back*, Lee Blessing's *Fortinbras*, Kenneth Branagh's *A Midwinter's Tale*, short excerpts from the classical texts of Shakespeare, and a Shakespearean play. (Ms. Grieco)

ENGL-590/2 Images of Women
ENGL-590/3

Through the study of literature (and, in some terms, film) this course will examine woman as she perceives herself and as she is perceived by others. It explores works by men and women writers (and directors) and focuses on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons,* a play by Shaw; *A Room with a View*, Forster; a novel or short story by Hemingway or Fitzgerald; *The Color Purple*, Walker; and *The Penguin Book of Women Poets*. (Films, when included, will range from Hollywood features, 1940s through the present, to foreign films, with some documentaries. Examples: *Adam's Rib*, Cukor; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Dr. Fulton, Dr. Fan)

ENGL-592/3 A Hard Rain: A Study of Different Media Through Their Responses to the Vietnam War

Students must also enroll in *Art 440/3*. This course focuses on America's involvement in Southeast Asia from 1958-1975 by examining the country's response to the war through a wide range of media, including documentaries, novels, photography and songs. Class times incorporate films, speakers, listening to music, studying related visual art in all media, and double-period seminars, often led by students. Students keep weekly journals and participate in class discussions and workshops that help them fashion responses of their own to the era. This will include a project of their own choosing at the end of the course. Texts: *One Flew Over the Cuckoo's Nest, A Rumor of War, The Things They Carried, Streamers*. Films*: Dr. Strangelove, Full Metal Jacket, The Deer Hunter, Apocalypse Now, Jacob's Ladder.* Music: Dylan, Ochs, CSNY. (Mr. Bardo)

ENGL-593/2 Play Writing

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue and scene-setting. The class reads aloud from students' works in progress while studying the formal elements in plays by important playwrights and reading selected literary criticism focused on drama. (Mr. Heelan)

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills and understanding fundamental to a liberal education. An understanding of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures throughout its program. Detailed information on the department, faculty, courses and other aspects of history and social science may be found at http://www.andover.edu/history/home.html.

DIPLOMA REQUIREMENTS

Classes of 2002 and 2003
To satisfy the diploma requirements, a four-year student must successfully complete six terms of departmental study, beginning with *History and Social Science 100.* For these students, and for most students in these classes who entered or will enter Phillips Academy after the ninth grade year, three terms of U.S. history (*History 300/4* or *300/5* and *History 310*) and a fourth term of *400* level social science or *400* level international survey complete the department's requirement during the 11th and 12th grades. Students may elect the final term of the diploma requirement only after they have completed one term of *History 300.*

A student may, however, satisfy the final term of the requirement in ways other than a *400* level course: (1) by taking *History 340/0* or *History 540/123*, the yearlong surveys in modern European history; (2) for students assigned to *History 290/0* by the History Qualifying Test (HQT), by completing *History 310*; or (3) in rare instances, by taking a *600* level seminar, if a student has received prior permission from the department chair.

For one-year international students, the diploma requirement is the completion of three trimesters of U.S. history, usually starting with *History 320*, if so placed by the department.

Classes of 2004 and beyond
Entering four-year students must successfully complete seven terms of departmental study. *History 100* is required for virtually all ninth-graders. For these students, a trimester of *History 200,* taken in the 10th grade, and three terms of U.S. history (*History 300/4* or *300/5* and *310*) complete the department's requirement. Students entering as 10th-graders must successfully complete four terms of departmental study: a term of *History 200* taken in 10th grade, and three terms of U.S. history as described above. Students entering as 11th graders in fall 2002 and beyond must successfully complete three terms of U.S. history as described above. Students entering as 12th-graders and postgraduates in fall 2003 and beyond are strongly encouraged to take courses in history and social science but are not required to do so *unless*: (1) the department deems their previous preparation inadequate, in which case they will be required to complete a term of departmental study; or (2) they took U.S. history in ninth or 10th grade, for which the department ordinarily does not grant credit.

Exceptional 10th graders have two options. If they have completed at least two terms of history/social science with distinction, have made an outstanding score on the HQT, and have received permission from the department chair, then they may take *History 340/0*, the yearlong course in modern European history.

PLACEMENT

Classes of 2002 and 2003
The History Qualifying Test (HQT) is given to Lowers and certain Juniors during spring term and to most new Uppers, Seniors, postgraduates and international students during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the three-term U.S. history sequence (*History 300/4* or *300/5* and *310*) in September of their Upper year. Uppers may, however, wait to begin the *History 300* sequence a term later (in January) or a year later (the following September). (2) The HQT indicates that some students should begin the U.S. history sequence by taking *History 290/0* and then complete the diploma requirement by taking *History 310* the following fall. (3) For entering students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools (ordinarily, no credit is given for U.S. history taken elsewhere in ninth or 10th grade), the HQT indicates how they should meet the diploma requirement.

Classes of 2004 and beyond
The History Qualifying Test will be given, as determined by the department, to Juniors in the spring term and to entering Lowers, Uppers, Seniors and Postgraduates (plus a handful of Juniors hoping to qualify for immediate admission into *History 340*) during the orientation period in September to determine proper placement in history and social science classes.

In all cases, individual placement is made by the department chair.

Washington Intern Program
The department co-sponsors, with Phillips Exeter Academy's history department, a special spring trimester (late March through early June) program in Washington for Seniors who are taking or have taken *History 300* or *310*, and for Uppers in *History 300*. The program is restricted to a certain number of Andover students and Exeter students, competitively selected for work as interns in the offices of senators and representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking *0*-yearlong courses. Uppers who are interns in the spring will take *History 310* during the fall of their Senior year.

Phillips Academy Archive
The Department of History and Social Science encourages the use of the academy's extensive archival collection. For students who have completed *History 300* or *310* and are interested in pursuing work with the raw materials of history (including oral history), the academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the dean of studies.

REQUIRED SEQUENCE IN WORLD HISTORY

Four-year students in the Classes of 2004 and beyond are expected to complete *History 100* and *History 200* before enrolling in other courses in the department. Three-year students entering in 2001 and after must complete *History 200* before enrolling in other courses in the department. Exceptional Juniors and Lowers seeking to qualify for immediate admission to *History 340* may attempt to do so by taking the HQT described above. Those Lowers seeking to postpone *History 200* for academic reasons must consult with their advisers and petition the office of the Dean of Studies.

HIST-100/0 **When Strangers Meet: World History 1000-1550 c.e.**
(a yearlong commitment)
Four class periods a week. *When Strangers Meet* explores and connects key episodes in world history that contributed to the emergence of a global network. By delving into specific stories, from Mansa Musa's pilgrimage to Mecca, to Marco Polo's appointment to the court of Khubilai Khan, to the first interactions between European explorers and Native Americans, we will examine the political, social and cultural forces that shaped the development of society from 1000 to 1550 c.e. An equally important objective of the course is to hone the skills of historians and social scientists: the ability to think objectively; to read and evaluate primary documents and secondary materials; to organize outline notes; to distinguish between more and less important evidence to employ in written and oral argument; to use library research tools; and to utilize a variety of textual, visual, statistical and physical materials to understand and explain the past.

HIST-200 (F-W-S) **The Early Modern World 1500-1800**
Four class periods. For Lowers. Focusing on developments in both the Western and non-Western worlds, this course offers an interregional perspective on the period 1500-1800. The course examines the economic competition that drew the nations of Europe into Asia, Africa and the Americas. Through close scrutiny of two case studies, the trades in spices and slaves, students will

probe the intertwining of personal, political and economic relations that developed during this time. As in *History 100*, a central aim of the course is to enhance student development of the central skills of historical analysis and exposition. Particular emphasis will be placed on the skills of critical reading and historical writing.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

HIST-290/0 United States History
(a yearlong commitment)
Four class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 300/4* or *300/5*; there is no increase in coverage. Because the emphasis is on skills-building, students receive considerable individual attention in reading and writing.

For students in the Classes of 2002 and 2003, completion of *History 290/0*, together with *History 310* in the senior year, finishes the diploma requirement.

HIST-300/4 The United States (T2)
HIST-300/5 (a two-term commitment)
Four class periods. For Uppers and Seniors. This course, along with *History 310* and, for the Classes of 2002 and 2003, an elective at the *400* level, completes the department's diploma requirements. The first term emphasizes three goals: a survey knowledge of American history through the Civil War; the acquisition of skills by daily exercises in reading, note-taking and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post-Civil War years to 1941. The goals of the first term continue, but the variety of readings and writings and the complexity of the materials increase.

HIST-310 The United States
(F-S)
Four class periods. For Uppers and Seniors. Students must take *History 310* in the term immediately following their completion of *History 290* or *History 300*. The focus is on the United States during and after World War II. **Prerequisite**: successful completion of *History 300/4* or *300/5* or *History 290/0*. For students who opt to write a lengthy research paper as part of this course, the course cannot be made up by passing an examination if the research paper receives a failing grade; instead, the paper must be rewritten and receive a passing grade.

Students completing this course who wish to take the College Board Advanced Placement examination should check with their teachers, since extensive review is required.

HIST-320/4 United States History for International Students (T2)
(a two-term commitment)
Four class periods. A course for entering students for whom English is a second language and whose HQT scores indicate they are not ready for *History 300/4*. The course emphasizes language skills important to the study of American history. The subject matter focuses on the founding of the republic, constitution-building and how the American government works, the westward movement, the Civil War and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of these students and to bring them to a level of achievement so they may enter *History 310* in the spring term.

SURVEY OF MODERN EUROPEAN HISTORY

HIST-340/0 Modern European History
(a yearlong commitment)
Four class periods. This course is open to exceptional Lowers and Juniors (via HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European History.

The fall term consists of background survey of the 16th, 17th and 18th centuries, with particular emphasis on the political, economic and intellectual revolutions that helped to mold the modern world. The focus of the winter term is on the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the spring term, the course covers topics in 20th century Europe: the two World Wars and their effects, the nature of totalitarianism and the Cold War and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate.

ELECTIVES: 400 LEVEL SURVEYS IN INTERNATIONAL SOCIAL SCIENCE AND NON-WESTERN HISTORY

Any of these *400* level courses counts as the final term of the diploma requirement for members of the Classes of 2002 and 2003. **Prerequisite**: a student must have completed at least one trimester of U.S. history before enrolling in a *400* survey.

HIST-SS410 Introduction to Economics
(F-W)
Four class periods. The course introduces Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the contemporary global economy and are introduced to basic theoretical tools that help them analyze important economic issues. Classes consist primarily of discussions, although there are also some role-playing exercises, computer simulations, debates, guest speakers, films and student reports on their term projects. Students completing this course are eligible to take *History SS510* (*Economics II*) and/or *History SS610* (*Issues in Economics*).

HIST-SS420 Urban Studies
(S)
Urban Studies is both an academic and a service learning course, with each part informing and enlarging the other. The course explores the history and present shape of the nearby "immigrant city" of Lawrence, and examines its people and their special situation in the context of broader historical, social and economic urban issues. It will also introduce developmental psychology, curriculum development and group skills. Urban Studies students will engage in internships in a Lawrence school. Beyond the core course work, reading, writing and discussion will be tailored to support the specific internship tasks. The course will culminate in an exhibition to synthesize the multidisciplinary academic work and the active internship learning. Urban Studies is a double course, counting for two credits. It is primarily for Seniors, who should apply to the instructor early in the winter term, although interested Uppers may apply. (Ms. Boehm)

HIST-SS430 Comparative Government
(W-S)
This course introduces students to the world's diverse political structures and practices. A comparative study of six nations – Britain, France, Russia, China, Nigeria and Mexico – serves as a core of the course. By examining the political implications of different types of social and economic development, students become familiar both with general political concepts and with a broad array of specific issues, and they are able to use their knowledge as a template for examining contemporary events in other countries. Students customarily may choose whether to write an in-depth paper or take a final exam. Though this is not its primary goal, the course does prepare students to take the AP examination in Comparative Government and Politics.

HIST-SS440 International Relations
(F-W-S)
This course will introduce the student to international relations by investigating the theories of global interdependence and power. The course will examine application of these theories in Asia, Africa, the Middle East, Europe and the Americas. Primary sources, journals, periodicals and texts will be used.

HIST-450 The Russian Experience
(not offered in 2001-2002)
This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature and culture from medieval times to the present. In the fall term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Russia in revolution, covering the period 1880-1930, and in the spring attention is given to the Soviet Union and the forces shaping the newly independent republics over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considerable attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Babel, Mandelstam and Solzhenitsyn.

HIST-460/1 Asia: China, Japan,
HIST-460/2 South and Southeast Asia
HIST-460/3

Four class periods. The Asian Studies courses may be taken in sequence or separately. All three courses focus on the modern era after introductory historical and cultural surveys.

FALL TERM – After the introductory phase, we concentrate on modern China, systematically studying China since the Opium War (1839-42). Students read Fairbank and Goldman's *China: A New History*, selected articles, and a contemporary book of their choice from among several options. Students write a research paper and build a Web page, but there is no midterm or final exam.

WINTER TERM – After the introductory phase, our emphasis is on modern Japan since 1868. Through an examination of the evolution from the traditional to the modern, we examine the perception of Japan as uniquely homogenous, unified and economically powerful. Readings include journal articles, Library of Congress documents and excerpts from Japanese literature. Students write a research paper and build a Web page, but there is no midterm or final exam.

SPRING TERM – The 50th year of modern independence of the Indian subcontinent was marked by, among other events, the entry of India and Pakistan into the world's "nuclear club." At the same time, the "Asian Tigers" have been buffeted by severe financial storms that have thrown their rapidly developing societies into turmoil and worried analysts throughout the world. After surveying key historical documents and examining contemporary articles on selected topical problems, students pursue in-depth research using traditional and cyber-sources, supported by the teacher in individual and small-group meetings. Students write a research paper and build a Web page, but there is no midterm or final exam. (Mr. Drench)

HIST-470/1 Africa and the World
HIST-470/2
HIST-470/3

This course explores the long, rich history and current challenges of a continent. In each term, students will focus on a theme (integral to the African Studies Institute), a region and a period of history. In the fall term, the theme will be "Environment and Culture: The River." Students will research ancient history and the Nubian kingdoms along the Nile, the emergence of East African trading states and the introduction of Islam. The winter, with the theme of "Technology and Progress: The Road," will include analysis of the great West African kingdoms, arrival of Europeans, the Atlantic slave trade, and the advent of colonialism with the Berlin Conference of 1884-85. The spring term will focus on 20th century independence movements, southern Africa, and modern South Africa, with a theme of "Family and Nation: Rites of Passage." (Dr. Shaw)

HIST-480/1 The Middle East

Four class periods. The dilemma of modernizing while retaining ancient, often conflicting traditions poses problems at the world's oldest crossroads, a process that feeds headlines. We survey the region's history from the dawn of Islam to the 20th century, then examine selected contemporary issues in depth. These issues have included Israelis and Palestinians, the Gulf War, water, and minorities, among others. Readings include Friedman's *From Beirut to Jerusalem,* journal articles and voices from the region. Students write a research paper and build a Web page or make presentations, but there is no midterm or final exam. (Mr. Drench)

HIST-490/1 Latin American Studies
HIST-490/2
HIST-490/3

Four class periods. This course surveys Latin American civilization, seen through its history, literature and culture from pre-Columbian times to the present.

FALL TERM—focuses on the Mayan, Aztec and Incan civilizations, the Spanish and Portuguese conquests, and the origins of present-day institutions and cultural patterns in the Iberian colonial period.

WINTER TERM—examines Latin America's movements of independence from Spain and Portugal, and then traces the emergence of political leadership patterns, the influence of the military, the role of the church, and the functions of class, gender and race in 19th century Latin American societies.

SPRING TERM—concentrates on major political, social and economic themes of the 20th century. The Mexican, Cuban and Nicaraguan revolutions, the causes and results of the wide social and economic gap between the classes, the U.S. role in Latin American affairs before, during and after the Cold War, and the region's place in a global economy are important components of this term.

Although each term may be taken independently, students with a keen interest in Latin America may choose to take two or three terms without fear of redundancy. Selected current events topics are pursued during the fall. This emphasis intensifies during the winter and becomes a major component of the spring syllabus. Films and literary works are used to portray how Latin Americans view their own reality. (Ms. Piana)

ELECTIVES: *500* LEVEL SURVEYS

With the exception of *SS510* (see below), the following *500* level surveys are open to Seniors and Uppers who have completed at least one term of *History 300*. A student may elect a *500* level survey together with or (with the permission of the department chair) prior to satisfying the final term of the diploma requirement at the *400* level. Completion of three consecutive terms of *History 540*, together with three terms of *History 300–310*, satisfies the department's diploma requirement. These courses may require more than the standard four to five hours per week of homework.

HIST-SS510 Economics II
(W)
SS510 continues the introduction to economics begun in *SS410*. Students utilize the basic principles learned in *SS410* and study the organization of markets, industrial and labor organization, and the role of governments in all areas of the global economy. Special attention is given to world trade and competition, resource markets, questions concerning racial and gender wage discrimination, and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project on the application of such models to a contemporary developing country. Classes consist primarily of discussions, although there will also be computer and role-playing simulations, problem sets and guest lectures. Together with *SS410*, this course will prepare students for the AP examinations in micro- and macroeconomics. **Prerequisite:** successful completion of *Social Science 410*.

HIST-540/1 Modern European History
HIST-540/2
HIST-540/3
For Seniors; not open to graduates of *History 340*. This is a course in the history of Europe from the Renaissance to the 20th century, organized around a topical inquiry rather than a continuous survey. Work is a balance of reading within three major forms: a traditional textbook, primary source materials and scholarly publications. The projects of individual students determine the range and scope of reading in the latter two forms. Students wishing to prepare for the College Board Advanced Placement Examination should confer with the instructor early in the fall term. (Mr. Crawford)

HIST-550 Ancient History
(not offered in 2001-2002)
Four class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The fall term survey of Greek history, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, a program incorporating the use of microcomputers with compact disks and video laser images. No experience in the use of computers is required. The winter term covers the period from the beginning of Rome until its transition from Republic to Empire; the spring term covers the Roman Empire until its transition to the medieval period.

ELECTIVES: *600* LEVEL SEMINARS

These *600* level electives are seminars for Seniors. Issue-oriented trimester courses, they meet three hours per week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students. **Prerequisite:** either (1) prior or concurrent completion of the diploma requirement; or (2) permission from the department chair. These courses may require more than the standard four to five hours per week of homework.

HIST-SS610 Issues in Economics
(S)
This seminar investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of global economic development. After examining the works of Adam Smith, Karl Marx, Alfred Marshall, Thorsten Veblen and John Maynard Keynes, the class addresses a series of current policy questions, such as the debates over economic growth, balanced budgets, tax reform, import restriction, supply-side economics, labor organization, national industrial policy, pollution, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of the assigned readings. A term paper on an issue of choice is required. There is no final examination. **Prerequisite:** successful completion of *Social Science 410*.

HIST-SS620 **United States Race Relations**
(W)

This seminar focuses upon the myth of the melting pot and examines the forces that have made race a continuing theme in politics, economics and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the several races that constitute the population of the United States. A major project paper is required as the culmination of the term's work. There is no final exam. (Mr. Rogers)

HIST-SS640 **Masculine/Feminine/Human:**
(W) **Issues in Gender Relations**

How do your sexuality and your identity as a male or female become shaped by the moment in history in which you live? Look across time at the way masculinity has been invented – was it always tied to hair on your chest, or muscles? Who decides what is feminine or appropriate behavior for women and girls? How have mass media shaped our beliefs about gender? This course will include reading, discussions, films, guest speakers and independent projects. Students have a wide variety of project options: service learning, research papers, Web-based learning or art. There is no prerequisite and no final examination. (Dr. Dalton)

HIST-SS650 **Nuclear Power and Weapons:**
(W) **Proliferation and Response**

This seminar follows the evolution of and reaction to atomic energy and The Bomb from the discovery of fission in 1938 on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, the START talks and SDI and Chernobyl in the 1980s, and the increased danger of proliferation after the Cold War into the 21st century. Historians, chemists, physicists, political scientists and journalists are among those who tell the story, in lectures, documents and secondary accounts. Readings include: Grigori Medvedev, *The Truth About Chernobyl;* Richard Smoke, *National Security and the Nuclear Dilemma*, and *Bulletin of Atomic Scientists* articles (2000-2001). The course entails class seminars, field trips, films, readings, a research project and two period tests. (Dr. Quattlebaum)

HIST-670 **America in the 1950s:**
(S) **I Like Ike, but I Love Lucy**

At few times in our nation's history has "the American Dream" been marketed as loudly and widely as the decade of the 1950s. A decade of optimism and opportunity for millions, the 1950s have occupied a unique place in our country's collective memory as the era of poodle skirts and *Pleasantville*. And while some Americans experienced that type of life, most did not. When examined along gender, race and class lines, the 1950s becomes a decade rich with tension and triumph, repression and rebellion.

This senior seminar will explore the central tenets of the American Dream of the 1950s and the response to that dream as articulated by men and women of different races and classes. Using the tools of social and cultural historians, we will watch films, read literature, listen to music and examine historical arguments in order to grapple with this complex decade. (Ms. Manekin)

HISTORY 680
DEPARTMENTAL RESEARCH SEMINAR

These courses provide qualified students with opportunities to participate in advanced research seminars in history and social science supervised by members of the department in areas of their specialties. Open only to students who have completed successfully the diploma requirement in history and social science and who have secured permission of the instructor and the department chair. Enrollment is limited to 12 students.

HIST-680/2 **Winter Department Research Seminar:**
"Kill the Indian, Save the Man": Expansion and Indian Policy in 19th Century America

In this course, students will explore the dramatic and often tragic events that accompanied the rapid expansion of white America in the 19th century. With the Louisiana Purchase in 1803, Thomas Jefferson hoped to realize his dream of expanding the United States. The journeys of Lewis and Clark and other explorers helped open up the continent and make the dream a reality. The remarkably rapid expansion of white America permanently altered the way of life for native peoples as they faced intrusion into their traditional homelands. Throughout the 19th century the white government

developed policies to deal with the "Indian problem" from assimilation to removal, from reservations to allotment. In this course, students will examine these policies and the race theories that underpinned them. How influential, for example, was the measurement of human skulls by Samuel Morton for his *Crania Americana*? What did it mean to "kill the Indian and save the man?" And how, then, could white officials justify the destruction of the buffalo in the name of progress? Students will use the collections at the Peabody Museum, together with traditional written source materials, to uncover white and Indian perspectives as the continent came under the control of the United States government. (Mrs. Doheny)

HIST-680/3 **Spring Department Research Seminar: History and Literature of the Civil War (continuation of *ENGL-584*, Winter 2002)**

Historian Shelby Foote said, "Any understanding of this nation has to be based on an understanding of the Civil War." But how can one possibly understand the Civil War? Since the conflict began, countless Americans have tried to make sense of it – through letters, journals, memoirs, photographs, songs, poems, novels, films and histories. In this interdisciplinary course, taught in cooperation by a history teacher and an English teacher, we will attempt to reach some understanding of the Civil War and its legacy. This is not a course in military history. Texts may include histories by Burns and McPherson and literature by Morrison and Whitman.

This is the second half of a two-term class sequence. It is strongly recommended that students registering for this course also register for *English 584* for the winter term. (Mr. Domina and Mr. Jones)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but two additional trimesters are required before a student may enter calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered placement test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Students entering with no prior study of algebra start with *Mathematics 100*; those with a partial year of algebra enter *Mathematics 150*. Students entering with a full year of algebra start with *Mathematics 210*. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with *Mathematics 190* and continue to *Mathematics 210* in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 320*, *330* and *340*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 330*. If, on the basis of our testing, the student's algebra skills appear weak, then *Mathematics 250/4* may be required before *Mathematics 330* and *Mathematics 340*.

The department recognizes that it is appropriate for some students to accelerate their study of mathematics and consequently offers bypass exams in *Mathematics 320*, *330* and *360*. These exams are usually, although not always, taken after summer study. A student can prepare for a bypass exam by taking a summer school course, by being tutored or through self-study. Note that no credit for any summer school course is automatically granted. All students must demonstrate proficiency on a departmental exam. Permission of the department must be obtained before attempting to bypass any other course.

It is generally best to take the SAT II: Math Level IIC Subject Test in mathematics near the end of or immediately following *Mathematics 360*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement

examinations of the College Board.

There are several elective sequences after *Mathematics 360*, most of which culminate in a calculus course or an AP statistics course. Some students take *Mathematics 510–520*, a yearlong calculus course. Others take a four-term sequence, either *Mathematics 560–570, AB Calculus*, or *Mathematics 580–590, BC Calculus*. Still others take *Mathematics 600*, the yearlong *Honors BC Calculus* course. *Mathematics 530, AP Statistics*, is also an option and can be taken either before or after any calculus course. Other elective courses include *Mathematics 410* and *480*. *Mathematics 480* is often taken before starting a calculus course.

Every student enrolled in a mathematics course must have a Texas Instruments TI-83 Plus graphing calculator. The mathematics department uses the TI-83 exclusively in class and requires students to have this specific brand and model. Students may purchase TI-83 Plus calculators by check or cash from the Phillips Academy mathematics department. The purchase price for scholarship students is less than for others. New students should not purchase a different model or brand of graphing calculator, as they will be required to have a TI-83 Plus.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

MATH-100/0 Elementary Algebra
(a yearlong commitment)
Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers and right triangle trigonometry. **Prerequisite:** none.

MATH-150/4 Elementary Algebra (T2)
(a two-term commitment)
Five class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term Algebra Review or Geometry. **Prerequisite:** a half to a full year of algebra.

MATH-190 Algebra Review
(F)
Five class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** a full year of algebra.

MATH-210 Geometry
(F-W-S)
Five class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisites:** a complete course in elementary algebra and good algebraic skills.

MATH-220 Geometry
(F-W-S)
Five class periods. This course continues the work of *Mathematics 210*, with increased emphasis on the algebraic and numerical aspects of geometry. **Prerequisite:** *Mathematics 210.*

MATH-250/4 Algebra Consolidation (T2)
(a two-term commitment)
Five class periods. A two-term course primarily for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 320* or *330*. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 320*). Students who do satisfactory work in this course enter *Mathematics 330* in the spring. Students with a (T2) grade of "2" or "3" in *Mathematics 250* enter *Mathematics 320* in the spring.

MATH-310/0 Geometry and Precalculus
(a yearlong commitment)
Five class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions. This course completes the diploma requirement and prepares students to enroll in *Mathematics 350*. **Prerequisite:** credit for one year of elementary algebra and one year of intermediate algebra.

MATH-320 Intermediate Algebra
(F-W-S)
Five class periods. For returning students this course is taken after *Mathematics 220, Geometry*. Topics include sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic and radical equations and word problems. In addition, students are introduced to the more advanced features of the TI-83 graphing calculator. **Prerequisite:** *Mathematics 220* or its equivalent.

MATH-330 Precalculus
(F-W-S)
Five class periods. An exploration of relations and functions with the TI-83 Plus graphing calculator. The uses of graphs and tables to solve equations, systems of equations, and inequalities are introduced. Students have the opportunity to collect data and create functions to describe the behavior. **Prerequisite:** *Mathematics 320* or its equivalent.

MATH-340 Precalculus
(F-W-S)
Five class periods. An exploration of functions in greater detail and with more abstraction. Multiple representations of a function—as a table of values, as a graph and as an algebraic rule—are a central theme. Elementary functions and their transformations, compositions and applications are emphasized. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 330* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirement must complete *Mathematics 390/4 (T2)* or *Mathematics 400* or a term of calculus.

MATH-390/4 Elementary Functions I and II
(T2) (a two-term commitment)
Five class periods. Designed for entering Seniors who need to satisfy the diploma requirement in mathematics, the course includes a review of the fundamentals of algebra, analytic geometry of lines and circles, and extensive work with elementary functions. Strong emphasis is placed on graphing and on the use of graphs as an aid in problem solving. The winter term focuses on polynomial, exponential, logarithmic and trigonometric functions and their applications. **Prerequisite:** credit for three years of high school mathematics.

MATH-400 Elementary Functions II
(F)
Five class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics but who do not need the two-term *Mathematics 390/4*. The course is comparable to the winter term of *Mathematics 390/4* and focuses on functions and their applications, including polynomial, exponential, logarithmic, circular and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. **Prerequisite:** credit for three years of high school mathematics or permission of the department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

MATH-350 Precalculus
(F-W-S)
Five class periods. This course focuses on polynomial, rational, exponential and logarithmic functions. The TI-83 Plus graphing calculator is used for continued study of non-linear data sets with special attention to sets that grow exponentially and logarithmically. **Prerequisite:** *Mathematics 340* or its equivalent.

MATH-360 Precalculus Trigonometry
(F-W-S)
Five class periods. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 480* or calculus. Occasionally, superior students who complete *Mathematics 330* with distinction do *Mathematics 360* on their own during the summer preceding their enrollment in *Mathematics 340* and *Mathematics 350* in order to qualify for calculus in the spring. Such students must take an examination in *Mathematics 360*. **Prerequisite:** *Mathematics 350* or its equivalent.

Mathematics 410, *470* and *480* are non-calculus electives that may be taken either before beginning a calculus course or as alternatives to the calculus course. Of these four courses, *Mathematics 480* is the natural extension of the *Mathematics 340*, *350*, *360* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Mathematics 410* and *470* are courses in non-continuous, discrete mathematics, an area of growing importance that is quite different from the precalculus/calculus sequence.

MATH-410 Probability
(F-W-S)
Four class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models. **Prerequisite:** *Mathematics 350* or its equivalent.

MATH-470 Discrete Mathematics
(not offered in 2001-2002)
Four class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science and the real world, including combinatorics, sets, mathematical logic, recursion, graphs and networks. **Prerequisite:** *Mathematics 360* or its equivalent.

MATH-480 Analytic Geometry
(F-W-S)
Four class periods. This course is an extension of earlier work on lines and curves in the plane. It includes extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course includes an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces and their intersections. **Prerequisite:** *Mathematics 360* or its equivalent.

MATH-500/5 Advanced Mathematics (T2)
(a two-term commitment)
Four class periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. Topics include analytic geometry, complex numbers, sequences, series, iteration and an introduction to calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves and lengths of curves. **Prerequisite:** *Mathematics 360*, *Mathematics 400* or an equivalent course in trigonometry and elementary functions.

MATH-510 Calculus
(F)
Five class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination of derivatives and integrals from graphs of functions (not from their formal definitions). **Prerequisite:** *Mathematics 360*, or the equivalent, or *Mathematics 500.*

MATH-520/5 Calculus (T2)
(a two-term commitment)
Five class periods. This is a continuation of *Mathematics 510.* Topics covered include the definite integral, the Fundamental Theorem of the Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus. **Prerequisite:** a grade of "3" or higher in *Mathematics 510* or permission of the department chair.

MATH-530 AP Statistics I
(F)
Four class periods. The first term of a yearlong sequence that prepares for the Advanced Placement Examination in Statistics. This term primarily covers the exploratory analysis of data, making use of graphical and numerical techniques to study patterns, and developing plans for data collection of valid information. **Prerequisite:** *Mathematics 360* or departmental permission.

MATH-530/5 AP Statistics II (T2)
(a two-term commitment)
Four class periods. A continuation of *Mathematics 530* finishing the syllabus for the Advanced Placement examination in May. Topics include probability as the tool for producing models, random variables, independence, normal distribution, simulation, sampling, statistical inference, confidence intervals and tests of significance. **Prerequisite:** *Mathematics 530.*

MATH-560 AB Calculus I
(S)
Five class periods. This is the beginning of the four-term calculus sequence that, together with *Mathematics 570*, covers the syllabus of the AB Advanced Placement examination. This term focuses primarily on differential calculus: limits, continuity, derivatives and applications of derivatives. Some integral calculus may be covered if time permits. Graphical, numerical and analytic methods will be used throughout the course. **Prerequisite:** *Mathematics 360* or its equivalent with no grade lower than a "3" in *Mathematics 340*, *350* and *360*.

MATH-570 AB Calculus II
(F)
Five class periods. This course continues the work of *Mathematics 560* in preparation for the AB Advanced Placement examination. Topics include integration and applications of integral calculus. **Prerequisite:** *Mathematics 560* or *Mathematics 580*.

MATH-570/5 AB Calculus II (T2)
(a two-term commitment)
Five class periods. A continuation of *Mathematics 570* finishing the syllabus for the AB Advanced Placement Examination. **Prerequisite:** *Mathematics 570* or *Mathematics 590*.

MATH-580 BC Calculus I
(S)
Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With *Mathematics 590* it covers the syllabus of the BC Advanced Placement examination. Topics covered include primarily differential calculus: limits, continuity, derivatives, the Chain Rule, related rates and the Mean Value Theorem. Some integral calculus is also covered. Graphical, numerical and analytic methods are used throughout the course. **Prerequisite:** *Mathematics 360* or its equivalent with no grade lower than a "4" in *Mathematics 340*, *350* and *360*. Those students who do not meet this requirement should either take *Mathematics 560* or take *Mathematics 480* then *Mathematics 510*.

MATH-590 BC Calculus II
(F)
Five class periods. This course continues the work of *Mathematics 580* in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus. **Prerequisite:** *Mathematics 580* completed with a grade "4" or departmental permission.

MATH-590/5 BC Calculus II (T2)
(a two-term commitment)
Five class periods. A continuation of *Mathematics 590* finishing the syllabus for the BC Advanced Placement examination. **Prerequisite:** *Mathematics 590* completed with a grade of "3" or better.

MATH-600/0 Honors BC Calculus
(a yearlong commitment)
Five class periods. A yearlong course in calculus that begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares students for the College Board BC Advanced Placement examination. This course may require more than the standard four to five hours per week of homework. In order to qualify for this course, returning students must perform satisfactorily on a special precalculus entrance examination given the previous spring term. **Prerequisite:** *Mathematics 360* or its equivalent, departmental permission and demonstrated excellence on entrance tests.

MATH-630/1 Honors Mathematics Seminar
MATH-630/2
MATH-630/3
Four class periods. Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be: Topics in the History of Mathematics, Numerical Methods and Approximations; Non-Linear Dynamical Systems—Instability, Chaos and Fractals; Complex Analysis; Abstract Algebra—Groups, Rings and Fields; Mathematical Models in the World Around Us; Topics in Discrete Mathematics; or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** three terms of calculus or departmental permission.

MATH-650 **Linear Algebra**
(F)
Four class periods. For students of demonstrated ability and interest. Vectors, lines and planes in space and an introduction to linear algebra including matrices, Gaussian elimination, vector spaces and eigenvectors. **Prerequisite:** *Mathematics 590* or *Mathematics 600*, or departmental permission.

MATH-650/5 **Calculus of Vector Functions (T2)**
(a two-term commitment)
Four class periods. A continuation of *Mathematics 650* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals and Green's Theorem. **Prerequisite:** *Mathematics 650.*

COMPUTER COURSES

The mathematics department teaches introductory and advanced computer science courses and supports some more advanced independent study.

COMP-200 **Competence (LOGO)**
(not offered in 2001-2002)
Four class periods. A one-term course in programming in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word-processing and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 400* or *500.* **Prerequisite:** none. Not open to students from *Computer 300.*

COMP-300 **Introduction to Computer**
(F-W-S) **Programming**
Four class periods. An introduction to computers and programming. The course introduces general concepts related to computing, such as hardware, software, the Internet and Web page development in HTML, compilers and programming development environments. It then proceeds with fundamentals of programming in a specific programming language (C++ or Java): language syntax, data types, control statements, algorithms and problem-solving techniques. Students will learn how to write and test short programs, design simple algorithms and use software development tools. This course qualifies a student for *Computer 400* or *500 (AP Computer Science I).* Open to students who are enrolled in at least *Math 210* and demonstrate some degree of abstract thinking and formal logical reasoning.

COMP-400 **Topics in Computer Science**
(not offered in **2001-2002**)
Four class periods. This course offers the opportunity to explore a selected computer science topic and appropriate language. While working as individuals or in groups, students will report their progress to the class at regular intervals. **Prerequisite:** *Computer 300* or permission of the department.

COMP-500 **Advanced Placement Computer**
(F) **Science I**
Five class periods. The first term of a yearlong course in algorithms and data structures using C++. The curriculum will be guided by the course description of the College Board AB Advanced Placement examination in Computer Science and will include C++ syntax and style, standard algorithms, pointers and linked lists. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** a grade of "4" or higher in *Computer 300* or permission of the department.

COMP-500/5 **Computer Science (T2)**
(a two-term commitment)
Five class periods. Continuation of *Computer 500.* The emphasis will be on data structures and larger programs. This course completes the preparation for the AB Advanced Placement Examination in Computer Science. The students will study standard data structures (stacks, queues, trees, etc.) and algorithms (searching, sorting, hashing) in C++. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** *Computer 500.*

Music

All entering students must take a music placement test to determine at what level they should enter the music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 200* or *Music 210*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 220* in the Junior year or *Music 250* in later years. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in music history and/or theory will enter the curriculum by taking either *Music 260* or *Music 270*.

Approximately half of entering Juniors will satisfy their diploma requirements in music by taking either *Music 210* or *Music 220*, depending on placement. Members of the Junior class who do not take *Music 210* or *Music 220* will satisfy their requirements in one of two ways. Many of these students will take *Music 200* during the Lower year and then complete their diploma requirements by taking either an ensemble for credit (*Music 150–180*), or any course higher than *Music 210*. Students who bypass *Music 200* as a result of their performance on the music placement test will satisfy their diploma requirements by taking two courses higher than *Music 220*.

Entering Lowers must take a total of three trimesters of art and music, with at least one course in each area. Subject to their performance on the music placement test, most will take *Music 200*. Students who take *Music 200* and who then elect to take a second music course to fulfill the diploma requirements in art and music will take either an ensemble for credit (*Music 150–180*) or any course higher than *Music 220*. Entering Lowers who, as a result of their performance on the music placement test, bypass *Music 200* will take one music course higher than *Music 220*. If such a student decides to take a second music course to fulfill the three-term requirement in art and music, she or he may do so by taking any course higher than *Music 220*.

Entering Uppers must take a trimester course in either music (*200* level or above) or art at the academy. Entering Seniors should take one trimester of either music (*200* level or above), art or theatre.

Students may take any course below the *200* level at any time and, if they desire, repeatedly. *Music 200*, or exemption on the basis of performance on the music placement test, is a prerequisite for all upper-level electives.

APPLIED MUSIC

Courses in this section may be taken any time.

MUSC-150 Fidelio Society
(F-W-S)
Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus (*Music 170*). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take *Music 150* and *Music 170* simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Ms. Skelton)

MUSC-160 Band
(F-W-S)
Two class periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed, including marches as well as classical, popular and show music. Some sight-reading is done, and at least one public concert per term is given. Students taking this course for credit must be taking either instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-170 Chorus
(F-W-S)
Two class periods. Open to all qualified students. The chorus is the academy's major singing group, composed of mixed voices, and performs a variety of choral works, both sacred and secular. No previous choral participation is necessary, just a desire to work hard and enjoy a unique choral experience. Students taking this course for credit must be taking either voice lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Walter)

MUSC-180 Chamber Orchestra
(F-W-S)
Two class periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Thomas)

MUSC-190 Private Instrument and
(F-W-S) Voice Lessons
Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lowers, Uppers and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 30-, 45- or 60-minute instrumental or voice lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes and voice.

Music 190 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: This work requires great commitment, self-motivation, independence and discipline. In order that maximal progress is accomplished in minimal time, *Music 190* credit students are expected to practice one hour every day. They must also prepare for a performance of their work at the end of the term.

There is a charge of $31 per 30-minute lesson, $43 per 45-minute lesson and $54 per 60-minute lesson. Keyboard players are assessed a charge of $20 per term for their use of practice pianos and organs. The academy owns many other instruments that may be rented for $20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. A *Music 190* credit student who is classified by the music department as a beginner MUST take *Music 190* for two consecutive trimesters. *Music 190*, if failed, cannot be made up by examination.

MUSC-191 Private Instrument and
(F-W-S) Voice Lessons (non-credit)
One class period. Weekly non-credit lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock and jazz), bagpipes and voice.

There is a charge of $31 per 30-minute lesson, $43 per 45-minute lesson and $54 per 60-minute lesson. Keyboard players are assessed a charge of $20 per term for their use of practice pianos and organs. The academy owns many other instruments that may be rented for $20 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

DIPLOMA REQUIREMENT COURSES

The following five courses contribute toward satisfying the diploma requirement in music. Performance on the music placement test determines with which course a student should enter the music curriculum.

MUSC-200 The Nature of Music
(F-W-S)
Five class periods. This course offers a basic introduction to music literature, theory, performance and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-210/0 The Nature of Music (for Juniors)
(a yearlong commitment)
Three class periods. Open to Juniors only. This course presents all of the material contained in *Music 200* and pursues composition further with the use of computers. No previous experience in music is required.

MUSC-220/0 The Nature of Music B
(for Juniors)
(a yearlong commitment)
Three class periods. This course is designed for Juniors who have had some experience reading music and playing an instrument. As a more advanced version of *Music 210*, it will include exercises in composition, with more extensive use of music technology. Study of

some core works of music literature from a variety of cultures will help develop listening skills, and there will be opportunities for live music-making in class.

MUSC-250 Survey of Music History
(F-W-S)
Five class periods. A one-term survey of music history with a primary focus on music of the Western world. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical and human issues surrounding music and its composition. **Prerequisite:** *Music 200* or a bypass of *Music 200* on the basis of performance on the music placement test.

MUSC-260/2 Music Literature and Analysis
MUSC-260/3
Five class periods. This course examines closely individual works of Western music with the help of live and recorded music, musical scores and CD-ROM programs. In the winter term the focus is on medieval chant and early polyphony, and single works by Bach, Mozart, Haydn and Beethoven. In the spring term we study works by Josquin, Schubert, Berlioz, Debussy and Stravinsky. Students placed in this course should have plenty of experience singing or playing an instrument. (Mr. Walter)

MUSC-270 Introduction to Theory and
(F) Composition
Five class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part choral writing, harmonic progression and style period analysis. Ear training skills are developed through dictation and sight-singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer programs for ear training and music-processing. During the term, students compose several original compositions including the final project of a minuet in the classical style. This course combines with *Music 440* and *450* to form a yearlong sequence.

INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires a course taken previously at the *200* level.

MUSC-310 Jazz
(W-S)
Four class periods. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the '30s, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats. (Mr. Cirelli)

MUSC-340 African Drumming Ensemble
(F-W-S)
Pass/Fail. Four class periods. This course focuses upon the rhythmic dimension of music, introduces the role of music in African culture and teaches improvisational and ensemble skills. The school owns 20 African drums, which allows for as many as 20 students to be enrolled at any time. If skill and interest permit, public performances will be arranged. This course, if failed, cannot be made up by examination. (Mr. Alade)

MUSC-360 Electronic Music
(W-S)
Four class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, analog and four-track tape recorders, digital stereo and eight-track recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrète* and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three, two-hour private work sessions in the studio per week. A lab fee of $20 is charged for the use of the equipment. This course does not focus on popular music. *Music 360*, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-370 Advanced Electronic Music
(W-S)
Four class periods. This course continues to develop the skills and techniques introduced in *Music 360*. A $20 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 360*. *Music 370*, if failed, cannot be made up by examination.

MUSC-380 Words and Music
(W)
Four class periods. This course focuses on works of art in which words and music cooperate. Following a loosely chronological path, this course examines music from Renaissance motets and madrigals, Baroque and classical operas and Romantic art songs, to contemporary song cycles. Along the way, connections between the written word and music are explored. Literature studied has included Joyce's *The Dead*, Shakespeare's *A Midsummer Night's Dream*, Woolf's *A Writer's Diary*, and Baldwin's *Sonny's Blues*. The stories of Orpheus, *A Midsummer Night's Dream* and Don Juan are traced through their many incarnations, including, wherever possible, movies. Student assessment is based upon contribution to class discussions, short papers, occasional quizzes and an original project involving both words and music at the end of the term. *Music 380* counts as a course in which Seniors do some writing in the English language.

ADVANCED ELECTIVES

Each of the following courses may require more than the standard four to five hours per week of homework.

MUSC-440 Intermediate Theory and
(W) Composition
Five class periods. Continuing from where *Music 270* leaves off, this course examines dominant seventh chords, leading-tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear-training, sight-singing and dictation begins to prepare students for the AP exam in the spring. During the term, students compose two major original works: a set of variations in the classical style, and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 270* or permission of instructor.

MUSC-450 Advanced Theory and
(S) Composition
Five class periods. Completing the theory sequence, the focus for this term is on preparation for the AP exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of music theory study. Material covered includes modulation, secondary dominants, serialism and other 20th century compositional techniques, American popular song, blues and jazz. Students compose two major works: a 12-tone composition and a "Sesame Street" song in one of the popular styles studied. **Prerequisite:** *Music 440* or permission of instructor.

MUSC-500 Chamber Music Performance
(S) Seminar
Four class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. The process of performance and its attending anxieties will also be studied through readings and exercises. Class work consists of sight-reading, performing, coaching, and discussing chamber works and performance issues. Homework consists of individual practice, group rehearsal, and readings from books about performance. Students are expected to be advanced instrumentalists and they will generally have taken at least one course beyond *Music 250*. Because different literature is studied each term, this course may be taken more than once. **Prerequisite:** permission of the department. If failed, this course cannot be made up by examination.

Natural Sciences

In order to participate well and responsibly in increasingly technologically-dependent global and local communities, citizens require knowledge of scientific issues and an understanding of how those issues relate to their lives. People who are broadly educated and who also have special expertise in the sciences are vital to the well-being of our planet and its inhabitants. A central goal for our students is that they gain scientific literacy by engaging in many of the processes of science.

The diploma requirement in science is two yearlong science courses. Four-year students are reminded of the academic guideline for a year (yearlong course or three terms) of science beyond the two-year requirement.

A strong academic background will include some experience in biology, chemistry and physics. Four-year students generally take biology in the ninth grade, followed by chemistry in the 10th grade; however, individual interests, backgrounds and abilities may indicate other appropriate sequences.

Each department offers advanced courses for students who wish to add depth to their science studies, and focused, term-contained courses that are not advanced to allow students to discover and explore an interest in biology, chemistry or physics outside the traditional introductory syllabus. In addition, advanced interdisciplinary work may be undertaken in the *Environmental Science* and *Molecular Biology* courses.

The natural sciences division gives priority to staffing the yearlong science courses. Students who wish to take a full year of science can be so guaranteed only by taking a yearlong course. Enrollment in term-contained science courses is limited and determined by seniority.

Biology

The biology department offers a yearlong introductory course which satisfies part of the diploma requirement for a laboratory science. Most Juniors will take *Biology 100* as their introductory science course. Uppers and Seniors are placed in *Biology 550* or *560, 570, 580* by the department chair. In general, students who have had a year of biology and honors in chemistry, or have had AP Chemistry and AP Physics, will be in the *560, 570, 580* sequence. Most other students who wish to take the Biology AP exam should take *Biology 550.*

Lowers may take biology only by special permission from the department chair.

BIOL-100/0 Introduction to Biology
(a yearlong commitment)
Five class periods each week, including significant time in the laboratory. This course is for Juniors. The course is theme-based and focused on major biological topics. Studying a core text will be supplemented with other readings, writing assignments and data analysis and interpretation. Students will learn a variety of study skills and will have an introduction to library research tools. Laboratory experiments and fieldwork are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to elucidate those principles.

BIOL-410 Ecology
(F-W)
Five class periods, of which two will be in the field or laboratory. For Uppers and Seniors who have completed a yearlong science course. This course will begin examining the basic concepts of ecology, such as energy flow, food chains and pyramids, nutrient cycles and population dynamics. The majority of the work will focus on major topics of human ecology, such as world population, global warming, ozone destruction, water treatment, waste disposal and energy choices for now and the future. A project or paper will be required. Not open to students who have taken *Environmental Science 500/0.*

BIOL-420 Animal Behavior
(F-S)
Five class periods, of which two will be in the laboratory. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with the basic principles of animal social behavior. The topics that receive the greatest emphasis are territoriality, aggression, mating strategies, courtship, parental behavior, migration, dominance and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

BIOL-450 Microbiology
(W)
Four class periods. Open to Uppers and Seniors who have had one year of laboratory science, this course will examine public health threats posed by selected microorganisms. We will study the biology and epidemiology of these microorganisms and learn how to keep ourselves healthy, developing an awareness of personal and global public health issues. From AIDS and malaria to strep throat and the common cold, bacteria, parasites and viruses affect our quality of life and are major obstacles to world development.

BIOL-550/0 Advanced Placement Biology
(a yearlong commitment)
Six class periods, of which two will be in the laboratory. This course is open to Uppers and Seniors who wish to study biology in depth and to prepare for the Advanced Placement examination in biology. This is a rigorous survey course that treats the topics covered in an introductory biology course in greater depth and places greater emphasis on chemistry. This course is not open to those who received a final grade of "5" or "6" in *Chemistry 300* (or above), nor is this course open to those who have completed *Biology 560, 570* or *580*. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** one yearlong course in biology and one yearlong course in chemistry or permission of the department chair.

BIOL-560 Cellular Biology (AP)
(F)
Five class periods, of which two will be in the laboratory. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell, with emphasis on reactions associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Biotechnology is introduced through the laboratory. Not open to those who have had *Biology 550*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** *Biology 300* and one yearlong course in chemistry, one of which must have been completed with a grade of "5" or "6."

BIOL-570 Human Anatomy and Physiology
(W) (AP)
This five-hour course includes an in-depth consideration of some of the major systems of the human body. Emphasis is placed on the relationship between structure and function at the cellular, tissue, organ and organ system levels. Not open to those who have had *Biology 550*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** a yearlong biology and chemistry course, one of which must have been completed with a grade of "5" or "6."

BIOL-580 Evolution and Ecology (AP)
(S)
Five class periods of which two will be in the field or laboratory. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems, succession and relationships between populations. Problems of societal concern, such as pollution, population growth and environmental ethics, will be discussed. Other topics will include plant physiology and genetics. A short library research paper will be required. Not open to those who have had *Biology 550*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** *Biology 100* and one yearlong course in chemistry, one of which must have been completed with a grade of "5" or "6."

BIOL-600 Molecular Biology
(F-W) Laboratory Research
This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. Permission of the instructor is required. Meets eight class periods (four double periods) a week. Students in this course will learn laboratory techniques for working with DNA and

bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies, and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate is part of a student's research. Students will also be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination. **Prerequisite:** one year of biology and one year of chemistry with grades of "4" or above.

BIOL-610 **Molecular Biology**
(W-S) **Independent Research**
Students wishing to continue work from *Biology 600* may apply directly to the instructor for permission to enroll in *Biology 610*. Enrollment is strictly limited and is at the discretion of the instructor and the biology department chair. Laboratory schedules will be determined on a case-by-case basis; however, a student must be able to be in the lab for a minimum of eight hours per week at times when the instructor is available for supervision. This course is an advanced course that may require more than the standard nine hours of work per week. Requirements for successful completion of the term are similar to those for *Biology 600*. This course, if failed, cannot be made up by examination.

Chemistry

CHEM-250/0 **Introduction to Chemistry**
(a yearlong commitment)
Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases and solutions, acid-base theories, electrochemistry and the chemistry of the organic compounds. Emphasis is placed on developing problem-solving skills as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board SAT II Test. Honors work adequately prepares a student for *Chemistry 580*. **Co-requisite:** registration in *Mathematics 190* or above.

CHEM-300/0 **College Chemistry**
(a yearlong commitment)
Five class periods. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and organic chemistry. Emphasis is placed on developing problem-solving skills and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SAT II Test. **Co-requisite:** registration in at least *Mathematics 320* or its equivalent.

CHEM-440 **Chemistry of Nutrition**
(W)
Four class periods per week. Open to Uppers and Seniors only. This course will study carbohydrates, fats, proteins, vitamins, minerals and phytochemicals with respect to their chemical structure, role in the human body and occurrence in food. The connection between diet and disease will be examined as well. What is the nature of the relationship between fat and cancer, and fat and heart disease? What are the data underlying the fiber hypothesis and the protective role of antioxidant vitamins? Other topics, such as sports nutrition, energy balance and food additives, will also be addressed. A short research paper on some topic of interest will be required as well as a final exam. **Prerequisite:** one year of biology, chemistry or physics.

CHEM-460 **Chemistry of the Environment**
(F)
Four class periods. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed.

CHEM-550/0 Advanced Placement Chemistry
(a yearlong commitment)
Six class periods, two of which are in the laboratory. Open only to Uppers and Seniors who will be enrolled in at least *Mathematics 350*. For Lowers, permission of the department chair is required. This course is not open to students who have taken *Chemistry 300* or its equivalent. This is a rigorous course that treats the topics addressed in college chemistry in greater depth and prepares students for the Advanced Placement examination in chemistry. Laboratory work is an integral part of the course. This course may require more than the standard four to five hours per week of homework. The syllabus of this course is appropriate preparation for the College Board SAT II Test.

CHEM-580/0 Advanced Chemistry
(a yearlong commitment)
Five class periods per week. Open to students who have a high honors grade ("6") in *Chemistry 250* or a "4" or above in *Chemistry 300*. This is a rigorous course that prepares students for the Advanced Placement examination and also includes topics beyond the AP syllabus. Laboratory work is an integral part of the course. Students will have an opportunity to review current literature on selected topics or select a lab research topic in preparation for a class seminar they will present in lieu of a final exam at the end of the spring term.

BIOL-600 Molecular Biology
(F-W) Laboratory Research
This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. Permission of the instructor is required. Meets eight class periods (four double periods) a week. Students in this course will learn laboratory techniques for working with DNA and bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate is part of a student's research. Students will also be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination. **Prerequisite**: one year of biology and one year of chemistry with grades of "4" or above.

CHEM-610 Organic Chemistry
(S)
Four class periods. This course introduces many of the basic reactions and concepts students will encounter in their future studies of chemistry, biology or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, this course emphasizes an understanding of general principles of reactivity and mechanism. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard four to five hours per week of homework. **Prerequisite**: completion of either *Chemistry 550* or *Chemistry 580*.

Environmental Science

In addition to *Chemistry of the Environment* (*Chemistry 460*), *Ecology (Biology 410)* and *Evolution and Ecology (Biology 580)*, an advanced, interdisciplinary course in Environmental Science is offered.

ENVR-500/0 Environmental Science
(a yearlong commitment)
(includes former ENVR-600)
Five class periods. The course begins with a study of the components of the biosphere and the fundamental principles that underlie the interdependence of the earth's systems, including energy flow and the recycling of matter. Students will consider renewable and nonrenewable resources in the context of population dynamics. Discussions of pollution and environmental quality will lead to the study of global change, both natural and human-induced. In the spring term, a series of case studies and seminal readings in the field will be examined critically in the light of the principles developed during the fall and winter. This analysis will lead to discussions on the roles of economic forces, cultural and aesthetic considerations, ethics and environmental regulations in shaping our biosphere.

This course may require more than the standard four to five hours of homework per week. **Prerequisite**: one yearlong course in biology and one yearlong course in chemistry. Not open to students who have taken *Biology 410*.

Physics

PHYS-250/0 Introduction to Physics
(a yearlong commitment)
Five class periods. Limited to Uppers and Seniors who do not meet the requirement for *Physics 300*. Any exceptions must receive written permission from the department chair, who will review the credentials of all students signed up for the course. An introductory course in the basic concepts of physics that emphasizes student participation and labwork. Labs are done to introduce a topic and students have the opportunity and obligation to explain their own understanding of the concepts. For many labs, computer technology helps to produce accurate data. The topics are covered in a less rigorous mathematical way than in *Physics 300*. Co-**requisite**: Registration in at least *Mathematics 210*.

PHYS-300/0 College Physics
(a yearlong commitment)
Five class periods. Not open to Juniors, except by permission of the department chair. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SAT II subject test in physics. **Co-requisite**: Registration in at least *Mathematics 340* (or permission of the department chair if in *Mathematics 330* in the fall term).

PHYS-320 Classical Mechanics
(F)
This course covers the same material as the first trimester of *Physics 300/0*. Upon completion of this course, a student may, with departmental permission, transfer into *Physics 300/0*. Students who have a schedule conflict with *Physics 320* should still sign up for *Physics 320*. They may be placed into a *Physics 300* section and will be permitted to drop after the fall term.

PHYS-340 Cosmology
(F-W-S)
Four class periods. Cosmology is the study of the structure and origin of the universe. Topics may include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, the Big Bang, the search for extraterrestrial life, and the possible fate of the universe. Class time will sometimes

be replaced by evening observation sessions in the Thornton Observatory of Evans Hall. **Prerequisite:** prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 340*.

PHYS-350 Physical Geology
(S)
Four class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work. **Prerequisite:** previous completion of one year of physics or chemistry, and registration in at least *Mathematics 340*.

PHYS-360 Meteorology
(W-S)
Four class periods. Meteorology is the study of the atmospheric environment, or weather. Topics may include the structure of the atmosphere, atmospheric energy transfers, optics and moisture, the formation of dew, fog, clouds and precipitation, pressure, forces and wind, storms, forecasting and climate change. **Prerequisite:** Completion of one yearlong chemistry course in addition to either completion of *Physics 320* (or the equivalent) or completion of *Physics 250*.

PHYS-420 Electronics
(S)
Four class periods. A course in modern solid state electronics that considers passive circuit elements and their combinations, diodes, transistors and integrated circuits. There will be considerable laboratory work. **Prerequisite:** previous completion of or concurrent enrollment in *Physics 300* and completion of *Mathematics 360*.

ADVANCED PLACEMENT COURSES

These courses (*550*, *550M* and *580/4*) prepare students for one or both parts of the C level AP examination. This AP exam consists of two distinct parts that are graded separately: i) Mechanics, and ii) Electricity and Magnetism. *Physics 550* and *Physics 580* prepare students for both parts, whereas *Physics 550M* prepares students only for the mechanics portion.

PHYS-550/0 Advanced Placement Physics: Mechanics, Electricity and Magnetism
(a yearlong commitment)
Five class periods. *Physics 550* prepares students for both i) Mechanics and ii) Electricity and Magnetism of the C level Advanced Placement examination and is a rigorous course that may require more than the standard four to five hours of homework per week. Open to students who will be enrolled in at least *Mathematics 590* and either have not taken any previous physics or have taken a previous physics course but do not qualify for *Physics 580*. Students may sign up for this course with their academic advisers in the spring or may request it on their course registration forms. The department chair may instead suggest enrollment in *Physics 300* or *Physics 550M*.

PHYS-550M/0 Advanced Placement Physics: Mechanics
(a yearlong commitment)
Five class periods. Open to students who want a rigorous course of introductory physics and prefer to study mechanics in more breadth and depth, instead of covering electricity and magnetism, as is currently done in *Physics 550*. This course prepares students for the mechanics portion of the C level AP examination and may require more than the standard four to five hours of homework per week. **Prerequisite:** same requirements as *Physics 550*.

PHYS-580/4 **Advanced Placement Physics (T2)**
(a two-term commitment)
Five class periods. This is a rigorous course in mechanics (fall term) and electricity and magnetism (winter term). Calculus will be used as required. This course prepares candidates for the C level Advanced Placement examination in physics and entrance to honors level programs in physics at the university level. This course may require more than the standard four to five hours of homework per week. **Prerequisite**: an honors grade in *Physics 300* or its equivalent and enrollment in at least *Mathematics 590* or its equivalent.

PHYS-600 (S) **Relativity and Quantum Mechanics**
Four class periods. Relativity and quantum mechanics are two theories that completely revolutionized our thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. This course may require more than the standard four to five hours of homework per week. **Prerequisites**: completion of *Physics 580* or concurrent enrollment in *Physics 550*, and enrollment in at least *Mathematics 590*.

PHYS-650 (W) **Physics Seminar**
Four class periods. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. This course may require more than the standard four to five hours of homework per week. **Prerequisite**: completion of *Mathematics 590* and of the fall trimester of *Physics 550* or *Physics 580*, or permission of the instructor.

Philosophy and Religious Studies

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; hence failed courses usually cannot be made up by examination alone.

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. All four-year students fulfill their requirement in the Lower year. Courses are offered at a variety of levels. All courses involve four class periods.

PHRE-240 **Religious Discoverers**
(not offered in 2001-2002)

PHRE-300 (F-W-S) **Asian Religions: An Introduction**
Four class periods. Not open to Juniors; priority given to Lowers. The aim of this course is to introduce students to religious traditions that originated and flourished in Asia and are practiced by people throughout the world today. Using an approach that is both objective and empathetic, students will explore the fundamental structures of belief, meaning and living that constitute the traditions of Hinduism, Buddhism, Taoism and Confucianism. In doing so, students will also explore their own essential questions of meaning in dialogue with these traditions. Texts include: *The World's Religions*, Huston Smith; *The Bhagavad-Gita, The Tao Te Ching*, and *The Dhammapada*.

PHRE-310 (F-S) **Religions of the Book: Judaism, Christianity and Islam**
Four class periods. Not open to Juniors; priority given to Lowers. This course introduces students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach

that is both objective and empathetic, we will introduce the origins and history of each tradition. We will become acquainted with the fundamental structures of belief and meaning that shaped adherents' lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, we will learn something about the character of every religious path and about the questions to which we all seek answers.

PHRE-320 (F-W) **Biblical World Views: An Introduction**

Four class periods. Not open to Juniors; priority given to Lowers. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Hebrew Bible (Old Testament) provided for many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the literary composition and the historical setting of the Hebrew Bible, then read selected passages of biblical narrative and reflection which introduce persons and principles central to the biblical view of the world, its inhabitants and its Creator.

PHRE-330 (W-S) **The New Testament Perspective**

Four class periods. Not open to Juniors; priority given to Lowers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community, and the religious claims of that community concerning the Christ.

PHRE-340 (F-W-S) **Introduction to Ethics**

Four class periods. Not open to Juniors; priority given to Lowers. Rooted in personal and literary stories, this discussion course seeks to help students develop a common vocabulary in which to understand and critically examine their moral experience. Students will be introduced to the ideas of several classical moral philosophers (Socrates, Aristotle, Kant and the Utilitarians) who have sought to assist generations of human beings to achieve the good life.

PHRE-360 (F-W-S) **Proof and Persuasion**

Four class periods. Not open to Juniors; priority given to Lowers. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What are the meaning of "meaning" and the truth about "truth?" The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers and on television.

PHRE-370 (F-W-S) **Views of Human Nature**

Four class periods. Not open to Juniors; priority given to Lowers. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings.

PHRE-420 (F-W) **Responses to the Holocaust**

Four class periods. Open to Uppers and Seniors and to Lowers with permission of the instructor. An exploration of the Holocaust through diaries, memoirs, films, works of fiction and later non-fiction reflections on the phenomenon. Questions to be engaged will include: What was it like for the victims? What was it like for the perpetrators? Who were the bystanders? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What inspired and motivated resistance and how were resistance efforts sustained? How have various Jewish, Christian and secular thinkers responded to the challenge of this event? What have been some of its effects on our own feelings about life and human beings? Texts may include *Night, Between Dignity and Despair, The Sunflower, Tales of the Master Race, Ordinary Men, The While Rose.* Films may include *Night and Fog; One Survivor Remembers; Weapons of the Spirit; America and the Holocaust.*

PHRE-430 Law and Morality
(F-W-S)
Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King Jr.

PHRE-440 Nonviolence in Theory and Practice
(W)
Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. The militarily most destructive century in human history, our 20th century, has also been one in which such men as Gandhi and Martin Luther King Jr. have successfully applied nonviolence to conflict situations. What is the theory of this approach to human conflict? What is its religious and human significance? By what means does it operate? What are its prospects for the age ahead? We shall use case histories, including recent events in the Phillipines and Eastern Europe, the testimonies of those directly involved in such struggles, films, critical and theoretical studies in trying to clarify and comprehend some of these elements of nonviolence. Readings include Joan Bondurant's *The Conquest of Violence* as well as writings of Gandhi and King.

PHRE-450/1 In Search of Meaning
PHRE-450/2
Four class periods. Open to Uppers and Seniors, and to Lowers with permission of instructor.
FALL TERM—Suffering, Resistance and Hope.
Students must also enroll in *English 572*. The range of human capacity for cruelty and compassion, cowardice and heroism, blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance and hope raise important issues of human responses to political and social oppression. What are the origin, nature and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lenses of philosophical texts, literature and film at particular global struggles we shall explore these and other questions in a seminar format. This is a multidisciplinary, two-credit course, so that students who take *Philosophy and Religious Studies 450/1* must also take *English 572*. Texts may include: *Imagining Argentina, Man's Search for Meaning, Waiting for the Barbarians, In the Time of the Butterflies.* Films may include: *The Official Story, A Dry White Season, Death and the Maiden.* See description under *English 572.*
SPRING TERM—Identity. How is the notion of "self" defined and understood? Are we the fundamental authors of our own identity or is there an "essence" of who we are that is formulated and sustained beyond our finite existence? What roles do culture, family, race, ethnicity, gender, class, religion and sexuality play in our understanding of self? We will explore these and other questions related to identity in dialogue with authors representing a variety of religious and philosophical traditions. Texts may include *A Border Passage*, Ahmed; *Till We Have Faces,* Lewis; *Holy the Firm,* Dillard; *Nausea,* Sartre; *Angels in America,* Kushner; *Being Peace,* Thich Nhat Hanh.

PHRE-460 Bioethics: Medicine
(W)
Four class periods. Open to Uppers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics, anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research, and its role in setting public policy.

PHRE-470 Bioethics: The Environment
(S)
Four class periods. Open to Uppers and Seniors. Do only humans have rights? Do animals count? Should trees have standing? What is the value of wilderness or a salt marsh? Have we any obligations to rivers and mountains and birds of the air? Considering these and other questions through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to environmental issues and its role in setting public policy.

Each of the following courses may require more than the standard four to five hours per week of homework.

PHRE-500 Existentialism
(F-W)
Four class periods. Open to Uppers and Seniors. The term existentialism covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in his or her own life and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings may include: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; Sören Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*.

PHRE-510 In Search of Justice
(W)
Four class periods. Open to Uppers and Seniors. Through reading, writing and discussion participants will be encouraged to develop their own views on justice in dialogue with Plato, Mill, Marx and Freire. Questions to be considered include the following: Who or what decides what is just? God? Nature? The powerful? Society? My emotions? The economic system? The oppressed? Is justice relative or absolute? What authorities are invoked to justify various claims? How do you determine what is just and unjust? How is justice defined in contemporary contexts? The aim of the course is to better equip students to make their own contributions to the ongoing debates regarding what constitutes justice in contemporary society. Toward this end, the final third of the course will be devoted to a class project investigating a contemporary social issue and developing theories of justice in response to the challenges posed. Possible topics may include abortion, affirmative action, capital punishment, education, the environment and homelessness.

PHRE-520 Great Philosophers
(S)
Four class periods. Open to Uppers and Seniors. The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of thinkers such as Plato, Descartes, Hume and Whitehead.

PHRE-530 Advanced Topics in Religion
(S)
Four class periods. Open to Uppers and Seniors. This multidisciplinary seminar course will examine differing perspectives on a variety of religious topics. This year the course will focus on Islamic cultural studies, an introduction to modern Islamic influences in a variety of cultural contexts. Areas of focus could include the United States, Indonesia, Kenya, Pakistan, Iran, Central Asia, Turkey and Egypt. In this comparative study, we will give attention to both the unity and diversity of Islam as it is manifested in contemporary religious, political and cultural expressions in four of the countries outlined above. Consid-eration will be given to origins, formative developments, gender and family life, religious thought and practice, literary and artistic achievements and modern political conflicts and expressions. The first half of the course will focus on a general introduction to Islam
followed by a case study exploring Islamic cultural studies within the Indonesian context. The second half of the term will be devoted to group projects where students will focus on Islamic cultural studies in one of three chosen countries. This is an advanced course open to Seniors and qualified Uppers. There are no prerequisites.

Physical Education

All three- and four-year students are required to complete *Physical Education 100* by the end of the Lower year.

PHED-100 Physical Education
(F-W-S)
Pass/Fail. Limit of 15 students per section. Five class periods per week. The course is designed to provide students with a foundation to make sound decisions and to promote lifetime wellness. Through the use of the pool, ropes course, fitness center and other areas of the athletic complex, the course aims to foster individual development along with group success. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Lowers will be preassigned.

Psychology

The psychology department offers two elective courses that examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies that integrate formal academic work with frequent opportunities for student participation and self-exploration.

PSYC-420 Introductory Psychology
(F-W-S)
Four class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral and humanistic theories of the person; psychosocial, cognitive, moral and early childhood development; human motivation and personality; social behavior; abnormal behavior, and research techniques in psychology. A combination of objective examinations, individualized writing assignments and an end-of-term research project is utilized to evaluate the student's learning.

PSYC-430 Developmental Psychology
(S)
Four class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adolescence. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan and Bandura. The format of the course includes readings, films, quizzes, written assignments and both group and individual projects. (Dr. Alovisetti)

Theatre and Dance

Only four-year students are subject to a theatre and dance requirement. That requirement is fulfilled exclusively by the *Theatre 200* (Perception & Performance) course, usually taken in the Lower year. All other courses in the Department of Theatre and Dance are electives, open to the various classes as noted. Courses in theatre are designed for students who wish to explore formally the elements of stage work and to supplement (or substitute for) extracurricular work in productions. A variety of experiences is available: Some courses result in performance or technical projects; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year. All courses in theatre and dance, if failed, cannot be made up by an exam.

THEA-200 Perception & Performance
(F-W-S) (one-half course)
Two single class periods and one double period, with one hour of outside class preparation each week. This experiential class will involve students in an exploration of how human beings perceive universal conditions and respond through performance. The course will explore the collaborative process and give students an opportunity to experience and understand a dramatic event. Ritual, character and story will serve as focal points for sections of our discovery while we introduce different theatrical styles and each of the various elements of complete technical theatre. Throughout the course students will be made aware of how the theatre comments on the historic conflicts of an age or reflects the human condition. Focusing on theatre as a performing rather than a literary art, all concepts in the course will be developed through experiential exercises, culminating in a short performance.

THEA-210 Introduction to Acting
(F-W-S)
Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

THEA-270 Lighting
(W)
Four class periods. The course will introduce the student to the art of lighting design while also providing an opportunity to observe light in nature, art, stage, screen and created environments. The course will allow the individual to gain applied practical understanding regarding the color theory of light, the psychology of color and light, and controllable qualities of light. The design process will be utilized as a method of dramatic interpretation. Artistic expression will be achieved through practical use of lighting instruments, laboratory projects, experiments and school productions when applicable.

THEA-280 Costuming
(F)
Four class periods. An introductory exploration into the areas of costume design and costume construction, this course will highlight primary design elements utilized in costume design for the stage and screen, i.e., line, color, tone, texture, movement, mood composition, balance and focus. The course will examine historical period silhouette and the art and craft of the stage costume. Practical experience will be given in areas including construction, flat patterning, draping and fabric manipulation.

THEA-290 Scene Design
(S)
Four class periods. This course will introduce the student to the elements that inform the scenic designer's choices (the theme and mood of a script, lines of action, focus, constraints, whimsy) and discuss methods of formulating cohesive, functional and effective design for a show. The student will be introduced to many materials and techniques available to a designer for realizing his or her ideas as a physical product. Special attention will be spent on the process of the design concept: collaboration, formulation, presentation, discussion, evaluation and reworking. Students will be graded on both design projects and classroom participation. This is a seminar class that relies upon the open and frank exchange of ideas to stimulate creativity.

THEA-330 Theatre Theory and History
(F)
Four class periods. Open to Seniors and Uppers. Lowers may enroll with permission of the instructor. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus, creating new forms to communicate with their audiences. The vehicles for our lecture discussion-based journey might include plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg and Miller; designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia and Mielziner; and theorists such as Aristotle, Stanislavsky, Brecht, Beck and the Bread and Puppet Theatre. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to re-establish the vitality of theatre for our culture today.

THEA-360 Introduction to Directing
(W)
Four class periods. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle and strategies to harness them. While no class on directing can function without including discussion of the actor's craft, this class will only touch on this area, which will be further developed in *Theatre 510*. **Prerequisite:** *Theatre 210* or *Theatre 270* through *290*.

THEA-380 Technical Production
(F-W-S)
The course meets four times weekly for two hours and requires minimal outside preparation. This is a practicum course in which students work on the technical production elements (scenery, costumes, lights and/or sound) for the play or plays being produced by the *Theatre 520* class(es). Students are free to focus on any or all technical disciplines under the guidance of Mr. Bacon (scenery and sound) and Mr. Murray (costumes and lights), although specific productions may emphasize some elements over others. *Technical Production* may be taken as a sixth course only if the student has no grade below a "4" the previous trimester.

THEA-400 Dance Production
(F-W)
Eight class periods (four double periods). By audition or interview. This course will have two focal points: one, students will prepare and rehearse a major dance performance to be produced at the culmination of the term; two, students will be assigned research projects to be presented to the class regarding the work of important artists who have contributed to the current status of this sort of dance. No previous experience in dance is needed. The total time required for this course (class time plus homework) may exceed the standard nine hours per week. (fall, Ms. Wombwell; winter, TBA)

THEA-420 Public Speaking
(F-W-S)
Four class periods. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to construct a speech and perform the speech in English. Students give prepared speeches on a variety of topics.

THEA-510 Advanced Acting and Directing Workshop
(S)
Two class periods. Enrollment by permission of the instructor. This course, for both the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the toolbox of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirement for this course (class time plus homework) may exceed the standard nine hours per week.

THEA-520/1 Play Production
THEA-520/2
THEA-520/3
Four double periods. By audition only. This course is comprised of the performance of a significant work by an important playwright. Recent choices include *Man of La Mancha, Death of a Salesman* and *The Importance of Being Earnest.* Students will study the text and work with a faculty director to realize the play in full production. While all Lowers, Uppers and Seniors are eligible, this course is designed as a synthesis experience to apply skills learned in other courses. *Play Production* may be taken as a sixth course only if the student has no grade below a "4" in the previous trimester. Students must be enrolled in *Play Production* in order to participate in any

major role. The total time required for this course (class time plus homework) may exceed the standard nine hours per week.

THEA-530 Shakespeare Workshop
(S)
Four class periods. Open to Uppers and Seniors. An intensive study of several plays by Shakespeare, with the major emphasis on performance of text. Close attention is given to pronunciation, diction, rhythm, dynamics and interpretation. Students read aloud, act, memorize and perform scenes and soliloquies. This course is offered also as *English 311*, and students will be required to write papers similar to those required by *English 310*. (**Prerequisites** for *English 311* are listed in the English department course description.)

ENGL-593 Play Writing
See description under *English 593*.

World Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the *300*-level reached through the regular sequence, or by one trimester of *400*-level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to incoming Uppers and Seniors who begin a new language at Andover are available from the Registrar's Office. Students who have experienced serious difficulty in language study at Phillips Academy may petition to take an "Alternate Program for Language Study," described on page 70. Further information may be found in the pamphlet titled *World Languages at Andover.*

With the exception of Italian, each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Small classes, flexible placement and opportunities for acceleration assure that each student is in the optimal learning situation. In the case of modern languages, the world language is the language of the classroom. In conversation, in reading and in writing, the goal is direct communication in the world language rather than communication through translation. The classroom experience is expanded by the Language Learning Center, media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers), the staging of plays, club activities, language events, service learning programs, and programs at Andover or nearby schools. At all levels of instruction, attention is focused both on basic language skills and, increasingly, on the literature, history and various art forms that reveal the people whose languages are being studied. Students are advised to take the CEEB Achievement Test (SAT II) in a world language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

For information on School Year Abroad and other opportunities to study abroad, students should consult the appropriate program coordinator.

Chinese

Chinese, the language used by the most people in the world, serves as one of the five working languages in the United Nations. Knowing Chinese has become a wide-open door to careers in business, law and politics. Although somewhat mysterious to Western eyes and ears, Chinese is no more difficult than any other language to write or speak. With no conjugations, verb tenses or declensions, it has some aspects that make the learning easier.

Mandarin Chinese is the language of instruction. Pinyin is the standard Romanization system for all courses. Simplified characters are taught in most courses. Beginning courses build listening and speaking skills. The skills of reading and writing are also developed. Students have access to tapes, audio-video cassettes and computer software. Every year opportunities are available for students of Chinese to participate in a six-week study/travel summer program in China and a School Year Abroad program in Beijing, China.

CHIN-100/0 Beginning Chinese
(a yearlong commitment)
Five class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

CHIN-120/5 Accelerated Beginning Chinese (T2)
(a two-term commitment)
Five class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 100*. Upon successful completion of this course, students move on to *Chinese 220/0*.

CHIN-130 (S) Introduction to Chinese Language and Culture
Five class periods. This is a term-contained introductory course for Seniors or those with permission. Students are expected to learn practical dialogue in Chinese, as well as become familiar with Chinese culture, including cooking, festivals and social customs.

CHIN-195 Intensive First and Second Level Chinese
(not offered in 2001-2002)

CHIN-200/0 Second Level Chinese
(a yearlong commitment)
Five class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and Pinyin Romanization are replaced by all-character text.

CHIN-220/0 Accelerated Second Level Chinese
(a yearlong commitment)
Five class periods. Upon successful completion of this course, students move directly to *Chinese 400* by permission of the department.

CHIN-300/0 Third Level Chinese
(a yearlong commitment)
Four class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies and introduction to Chinese history and culture. There are regular written assignments, including short compositions.

CHIN-400/0 Fourth Level Chinese
(a yearlong commitment)
Four class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature and current events will serve as the bases for discussions and compositions. Graded readers and simple originals are used.

CHIN-500 Stories in Modern Chinese
(not offered in 2001-2002)
Four class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

CHIN-520/1 Communication in Modern
CHIN-520/2 Chinese
CHIN-520/3
Four class periods. Chinese news broadcasts, films and segments of Chinese TV programs are studied. Emphasis is placed on students' listening comprehension of and written reflections upon Chinese in real-life communication. Topics in current events are discussed exclusively in Chinese.

Chinese 500 and *Chinese 520* are offered in alternate years. (2001-2002 offering: *Chinese 520*)

French

The French department offers courses at six different levels from beginning through advanced placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the academy enrolls French-speaking students from abroad who provide important first-hand contact with Francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester program in Antibes) or in Ivory Coast (trimester program in Abidjan). There are also various summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the world languages office.

FREN-100/0 First Level French
(a yearlong commitment)
Five class periods. This course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. (Text: *French in Action*, Capretz)

FREN-120/5 Accelerated First Level French (T2)
(a two-term commitment)
Five class periods. Especially competent students will be recommended for this course at the conclusion of the first trimester of *French 100*. Successful completion of *French 120* allows students to advance to *French 220*. The *French 100–120–220* sequence covers three years of French in two years. (Text: *French in Action*, Capretz)

FREN-200/0 Second Level French
(a yearlong commitment)
Five class periods. For students who have completed *French 100* or for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading non-technical French prose and writing simple compositions. (Text: *Par Tout le Monde Francophone*, Herbst, Sturges)

FREN-220/0 Accelerated Second Level French
(a yearlong commitment)
Five class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to move to *French 200*. (Texts: *Le Petit Nicolas,* Sempé and Goscinny*; Maigret et le fantôme,* Simenon; *Les Jeux Sonts Faits,* Sartre; *Une Fois Pour Toutes,* Sturges, Nielsen, Herbst)

FREN-300/0 Third Level French
(a yearlong commitment)
Four class periods. This yearlong course develops the language skills of listening, speaking, reading and writing through a study of literary, sociological and journalistic texts drawn from the culture of France and the Francophone cultures outside of France. The course stresses important historical events, with emphasis on both art and music, and includes the study of films and televised news broadcasts. Students will assemble a portfolio, thus being able to individ-ualize interests and linguistic experiences.

ADVANCED COURSES

FREN-400/1 Advanced Conversation (F)
Four class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and Francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution and intonation are also stressed through debates and role-playing.

FREN-400/2 The Francophone World (W)
Four class periods. Students continue the study of French through a focus on the French speaking areas outside of France. The course studies the civilizations of

North, West and Sub-Saharan Africa, of the Antilles, and of Asia and includes a study of the geographical, social and historical aspects of these regions of the world.

FREN-400/3 (S) The Francophone Presence in the USA

Four class periods. A study of the immigration patterns and the cultures of Haitians and Francophone Asians in the United States with special attention to the Francophone communities in Lawrence and Lowell, Mass. This service-learning course will consist of two classes on campus and one double-period class per week working with the Francophone communities in our neighboring cities. In addition to daily writing in a journal, students will be expected to present a final project documenting a case study or a particular topic of the course. **Prerequisite**: enrollment in *French 400* for the winter term.

FREN-420/0 French Literature
(a yearlong commitment)

Four class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Etranger,* Camus; *Le Colonel Chabert,* Balzac; *Rhinocéros,* Ionesco; *La Femme Cachée,* Colette; *Nouvelles Orientales,* Yourcenar; *Boule de Suif,* de Maupassant; and the introduction to *Le Deuxième Sexe,* de Beauvoir. Students also see French movies that relate to the themes of the course. Students successfully completing this course are encouraged to take *French 520.*

FREN-450/1 (F) History of France: 1610-1815

Four class periods. This course will explore the creation of unified France from the beginning of the reign of Louis XIII through the end of the First Empire. Emphasis will be on the final consolidation of power under Louis XIV, the succeeding years, the tumultuous years of the French Revolution, and the First Empire under Napoleon Ier. Emphasis will be placed not only on historical events, but on their influence on the French art, music and architecture of the time.

FREN-460/2 (W) History of France: 1815-1945

Four class periods. This course will focus on the history and culture of France from the defeat of Napoleon Ier until the end of World War I, with emphasis on the prolonged struggle to institute democracy, the development as an industrialized nation with pressures for social reform, and France's grandeur as a colonial power and as a center for the arts. Particular attention will be paid to the study of French impressionism and the other dominant schools of art, literature, and music.

FREN-470/3 (S) Contemporary French Civilization

Four class periods. This course deals with aspects of contemporary French civilization such as the family, the school system, politics, gender roles, art and popular culture. The emphasis is on learning about culture comparatively through the discussion of articles, films and comic strips. The course includes research on the Web and e-mail with French students.

FREN-500/1 Advanced Placement Language
FREN-500/2
FREN-500/3

Five class periods. Designed to meet the requirements of the Advanced Placement examination in French Language, this course is open to students who have completed three terms of fourth level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition and reading, not only in literature, but also in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

FREN-520/0 Advanced Placement Literature
(a yearlong commitment)

Five class periods. Open with departmental permission to students who have completed three terms of fourth level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes.* Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: *Fables*, La Fontaine; *L'Ecole des Femmes*, Molière; *Le Mariage de Figaro*, Beaumarchais; *Candide*, Voltaire; *Pierre et Jean*, de Maupassant; *La Guerre de Troie n'aura pas lieu*, Giraudoux; *Une si longue lettre*, Bâ, and the poetry of Labé, Ronsard, Rimbaud, Baudelaire and Apollinaire. This course may require more than the standard four to five hours per week of homework.

FREN-600/1 Modern Literature
FREN-600/2
FREN-600/3
Four class periods. A seminar course open to students who have completed *500* level French or the equivalent. The course studies modern novels and films. Students also write and perform a short play. The books studied may include *La Peste,* Camus; *Les Mots,* Sartre; *Mémoires d'une jeune fille rangée,* de Beauvoir; *Un Amour de Swann* and *Le Temps retrouvé,* Proust. Films recently studied include *Cléo de 5 à 7, Varda; Les 400 coups,* Truffaut; *Diabolo menthe,* Kurys; *Les Parapluies de Cherbourg,* Démy; and *Rouge,* Kieslowski.

German

The razing of the Berlin Wall and the reuniting of the two Germanys under the flag of the Federal Republic, America's pivotal European ally and Europe's leading economic power, add compellingly to the reasons for learning German. As the sole Germanic language taught at the academy, German provides unique insights into the Anglo-Saxon roots of English, its sibling. The department offers a five-year course of study in reading, writing and speaking German in preparation for both the College Board Achievement (SAT II) and Advanced Placement examinations. Videotapes, computerized drills and state-of-the-art language laboratory materials supplement the direct method in the classroom. Participation in the American Association of Teachers of German national prize examination, competition against nearby schools in the German-speaking Olympiade, and a spring break trip to Germany, Austria and Switzerland in alternating years enliven the learning process and create additional opportunities to excel. Qualified Seniors are encouraged to apply to spend the winter term studying in the university city of Göttingen.

GERM-100/0 First Level German
(a yearlong commitment)
Five class periods. A yearlong elementary course in speaking, listening, reading and writing. Current text: *Deutsche Sprachlehre für Ausländer,* Schulz-Griesbach; supplemented by workbook, Language Learning Center tapes, video and computer exercises.

GERM-195/0 First and Second Level, Intensive
(a yearlong commitment)
Five class periods. Open primarily to Uppers and Seniors, but also to Juniors and Lowers with permission from department chair. An accelerated course recommended especially for students who wish to begin a second language or who possess strong language-learning skills, this course covers two years of German in one and may require more than the standard four to five hours per week of homework. Current text: *Deutsche Sprachlehre für Ausländer,* Schulz-Griesbach; supplemented by workbook, Language Learning Center tapes, video and computer exercises.

GERM-200/0 Second Level German
(a yearlong commitment)
Five class periods. The study of basic grammar and conversation is continued, along with the introduction of short stories and simple theme writing. Texts: *Deutsche Sprachlehre für Ausländer,* Schulz-Griesbach; *Das Brandopfer,* Goes, and/or *Emil und die Detektive,* Kästner.

GERM-300/0 Third Level German
(a yearlong commitment)
Four class periods. This course emphasizes review, reading and listening comprehension, vocabulary and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review,* Sparks and Vail; selected works by Dürrenmatt; *Biedermann und die Brandstifter,* Frisch; selected short stories, tapes, poems and video.

GERM-400/1 Advanced German
GERM-400/2
GERM-400/3
Four class periods. A continuation of the reading, writing and speaking skills covered in third level German. Students are exposed to a wider variety of German literary works, including poems, plays, short stories and novels. Authors currently read: Brecht, Dürrenmatt, Kafka and Rilke.

GERM-420/0 Advanced Placement German
(a yearlong commitment)
Five class periods. This course utilizes more difficult German literary works as a basis for conversation and composition in preparation for the Advanced Placement German language test. Selective review of advanced grammar topics is incorporated. Authors currently read: Aichinger, Böll, Brecht, Dürrenmatt, Kafka, Rilke. This course may require more than the usual four to five hours per week of homework.

GERM-500/1 Fifth Level German
GERM-500/2
GERM-500/3
Four class periods. Open to students who have successfully completed three terms of fourth level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Lenz, Wolf, Mann, Brecht and Hesse.

Greek

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 100, 200, 300* and *400*, though Uppers wishing to accelerate may want to consider *Greek 195* followed by *Greek 300*.

GREK-100/0 Greek, First Level
(a yearlong commitment)
Five class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms and syntax of the language, but also the thoughts, feelings and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

GREK-195/0 Greek, First and Second Level, Intensive
(a yearlong commitment)
Five class periods. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 100* and *Greek 200*, basic forms and structure, along with ample selected readings from various Greek authors.

GREK-130 Introduction to Greek
(F)
Four class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature that, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

GREK-150/0 Greek for Latinists
(a yearlong commitment)
Three prepared class periods. Open to students who have completed *Latin 300* and are enrolled to take *Latin 410* simultaneously with *Greek 150*. This course gives Latinists a special opportunity to continue reading Latin three periods per week (see *Latin 410* for details), and at the same time to learn to read Greek by meeting three periods per week with *Greek 195*, all six periods at the same hour as in a six-hour course. Capitalizing on their previous Latin-learning experience, students are able to recognize the basic Greek forms and grammar with the help of handout sheets specifically designed for this purpose. Students taking *Greek 150* receive two trimesters' credit at the end of the year. Placement in Greek after *Greek 150* is determined at the end of the year for each student on the basis of demonstrated ability and achievement.

GREK-200/0 Greek, Second Level
(a yearlong commitment)
Five class periods. The course continues the format of *Greek 100*, with further systematic development of reading skills and control of vocabulary, forms and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people who produced them.

GREK-300/0 **Greek, Third Level: Iliad and Odyssey**
(a yearlong commitment)
Four class periods. Students will study selected books of *The Iliad* and *The Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism and self-discovery.

GREK-400/1 **Greek, Fourth Level:**
GREK-400/2 **History, Tragedy, Lyric**
GREK-400/3
Four class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend a year in Viterbo, Italy, through the School Year Abroad program. See the Italian instructor for further information.

ITAL-195/0 **First and Second Level, Intensive**
(a yearlong commitment)
Five class periods. Open to Seniors only. See instructor for application form. A college text is supplemented by video, readings and Italian music (folk, modern and opera). In the spring, an Italian movie serves to review grammatical structures and vocabulary and to develop aural comprehension and oral proficiency.

Japanese

JAPA-100/0 **Japanese, First Level**
(a yearlong commitment)
Five class periods. Open to Juniors, Lowers and Uppers. Seniors may take the course only with permission of the instructor and the division chair. Students will immerse themselves in the world of Japanese language and culture. They will learn to express themselves in a variety of conversational situations and to read and write in *katakana*, *hiragana*, and about 150 *kanji*, or Chinese characters. Classroom instruction will be based on *Minna No Nihongo I*, a text in Japanese, supplemented by *karaoke* songs, listening tapes, animated films and other video materials, visits by Japanese-speaking guests, and materials developed by the instructor.

JAPA-130 **Introduction to Japanese**
(S)
Four class periods. This course is designed for students who are thinking of traveling to Japan and/or studying Japanese as a second language at Andover or in college. In addition to developing survival-level speaking skills, students will learn to read and write using *katakana*, *hiragana*, and 50-75 *kanji*, or Chinese characters. Students will also sing and perform short skits, and follow at least one popular animated film in Japanese. Selections from the textbook, *Minna No Nihongo I*, *karaoke* songs, audio and video tapes, visits by Japanese-speaking guests, and materials developed by the instructor will support classroom instruction. In the last weeks of the course, students will research a social, cultural or historical topic in which they are personally interested and then present it to their classmates.

JAPA-200/0 **Japanese, Second Level**
(a yearlong commitment)
Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of *Japanese 100*, with increased emphasis on grammar and *kanji*. Students will complete all chapters in *Minna No Nihongo I*.

JAPA-300/0 **Japanese, Third Level**
(a yearlong commitment)
Four class periods. Open to students who have successfully completed second-level Japanese or its equivalent. This course is designed to help students to solidify their fundamental skills in Japanese and begin to apply them

toward creative expression and comprehension of authentic materials. Students will study with the text *Minna No Nihongo II* and also with movies, news reports, newspaper articles, *manga*, or comic books, and materials developed by the instructor.

JAPA-400/0 Japanese, Fourth Level
(a yearlong commitment)
Four class periods. Open to students who have successfully completed third-level Japanese or its equivalent, this course continues the work of *Japanese 300*, in which students build from basic skills into areas such as creative expression and comprehension of authentic materials. As a capstone experience in the spring term, students will undertake individual research projects in which they will utilize library, Internet, human and other resources to gather information on topics of their choosing and present them to their classmates.

Latin

The Department of Classics employs a multicultural, intellectually diverse approach to the study of Roman language, literature and culture, relating the Roman experience to that of other cultures, modern as well as ancient, whenever possible. In so doing, the department offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

LATN-100/0 Latin, First Level
(a yearlong commitment)
Five class periods. The purpose of the course is to teach students the basic features of the Latin language, and of Roman culture in relation to other cultures, through a graduated reading approach that covers such topics as family life and relationships, slavery, travel, sports, life in the big city, entertainment and education, all through the eyes of Roman adolescents. Students learn the traditional forms and syntax much as they learned that of their first language, by first hearing and seeing the language used properly, and only later by analysis and memorization. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced, but not studied in depth. Supplemental Latin readings include some mythology and several Biblical stories. Supplemental English readings include some mythology, as well as material on slavery and the relationship between men and women in Roman and other traditional societies. The text is Lawall and Tafe, *Ecce Romani,* Books IA, IB and IIA (Longman Publishing).

LATN-130 Introduction to Latin
(F-S)
Five class periods. Comparable to the first term of *Latin 195* but with less depth of coverage, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

LATN-190/0 Latin as a Foundation, Level I
(a yearlong commitment)
See description on page 70, "Alternate Program for Language Study."

LATN-195/0 Latin, First and Second Level, Intensive
(a yearlong commitment)
(formerly *LATN-102/0*)
Five prepared class periods. This course covers in one year the essential elements of *Latin 100* and *Latin 200.*

LATN-200/0 Latin, Second Level: *Ecce Romani,* Apuleius, Ovid *et alii*
(a yearlong commitment)
Five prepared class periods. During the fall, the cultural and linguistic reading approach of *Latin 100* is continued, completing the grammar and reading about other aspects of Roman life in Lawall and Tafe's *Ecce Romani*, Book IIB (Longman Publishing). In the winter, students read an adapted Latin version of the Cupid and Psyche story, with English readings in the Roman novel from which it is taken, *The Golden Ass* of Apuleius. The novel is a fascinating satirical account of a successful

upper class male who is transformed into an ass because of his inappropriate curiosity, then compelled to experience the diverse and often unfair life of an insignificant beast of burden in the Roman empire. The Cupid and Psyche myth, counterpointed by the odyssey of the ass, addresses issues of male and female identity, freedom and dependence, and religious conversion. In the spring, students further their Latin reading skills and explorations of Roman civilization in prose and poetry selections from authors such as Caesar and Ovid.

LATN-290 **Latin as a Foundation, Level II**
(a yearlong commitment)
See description on page 70, "Alternate Program for Language Study."

LATN-300/0 **Latin, Third Level: Livy, Catullus, Cicero, Vergil**
(a yearlong commitment)
Four prepared classes, all single periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated reading passages. In the latter half of the fall, students read Livy's historical account of the rape of Lucretia, previewing the roles of class, power and gender in Roman history. In the winter, students read the lyric love poetry of Catullus, and Cicero's speech *"Pro Caelio,"* defending one of Catullus' former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read Book II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods.

ADVANCED COURSES

Latin 520V (AP Vergil) and *Latin 520L* (AP Lyric, Horace and Catullus) are open to students who have completed *Latin 300* and have met other criteria set by the classics department. Although students normally read Vergil (*Latin 520V*) the year after taking Latin 300 and Latin lyric (Horace and Catullus, *Latin 520L*) the year after reading Vergil, students completing *Latin 300* may sign up for *Latin 520L* on a space-available basis, preference being given first to all completing *Latin 520V*, then to Lower Middlers completing *Latin 300* with honor grades, and last to Upper Middlers completing Latin 300 with honor grades. Students may not switch between *Latin 520V* and *Latin 520L*) during the year.

LATN-520V/0 **Advanced Placement Latin: Vergil**
(a yearlong commitment)
(formerly *LATN-420*)
Five prepared class periods. This course prepares students for the Advanced Placement exam in Vergil. Students read the entire *Aeneid* in English and substantial selections of Books I, IV and VI in Latin, examining Vergil's literary form and technique, as well as the philosophical and political dimensions of his age. Book II, which students will have read in the spring of *Latin 300*, is reviewed quickly. Book I frames Rome's 1,000-year ascendancy in the rivalries of divine wills. Book IV tells the story of the tragic conflict between Aeneas' love for Queen Dido and his obligation to imperial Roman Destiny. Book VI features Aeneas' descent into the underworld to gain prophetic visions of Rome's future greatness. Brief selections from Books VII-XII, the "Roman Iliad," round out the readings for the year.

LATN-520L/1
LATN-520L/2 **Advanced Placement Latin: Horace, Catullus**
LATN-520L/3 **(formerly *LATN-520*)**
Four prepared class periods. This course prepares students for the Advanced Placement exam in Horace and Catullus, the logical sequel to the Vergil AP course. In the fall term, students study the lyric poetry of Horace, experiencing firsthand his *curiosa felicitas*, admired and celebrated by other poets for 2,000 years. In the winter, they come face to face with the brilliance, passion and candor of Catullus' lyric genius. In the spring, students learn to compare and contrast these two monumental literary figurres, at the same time reviewing for the Advanced Placement exam.

LATN-600/1 **Advanced Authors Seminar**
LATN-600/2
LATN-600/3
Two class periods. Open only to students who have completed both *Latin 520V* (AP Vergil) and *Latin 520L* (AP Lyric, Horace and Catullus). In this course, students read intensively in college-level Latin selections with authors and themes varying each term according to the needs and interests of the class.

Russian

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian and knowledge of Russian culture have lost none of their importance. As the world enters the 21st century, there are more contacts now with Russia and countries of the former Soviet Union than ever before. Not only are American business, science and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the lingua franca for all the former Soviet republics as well.

Since 1987, Phillips Academy Russian students have enhanced their knowledge of Russian language and culture through an official cultural and educational exchange with the Scientific Study Center at Novosibirsk State University in Siberia, Russia. This term-long exchange—the only one of its kind offered by an American high school—sends PA students of Russian to attend classes at a prominent high school in Novosibirsk while Russian high school students study here at Andover.

Before studying Russian, many consider it strange and difficult, but its alphabet and vocabulary have the same sources as English, and it follows many of the same principles of grammar. Continuous oral, visual and instructional use quickly make Russian familiar and enjoyable.

The Russian department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading and writing. Elementary courses use computer drills and presentations to strengthen grammar skills and improve vocabulary learning. At the upper levels, students use Russian word processors for their compositions. Video is used throughout to improve understanding of culture as well as language. Students who have had success in another world language or who have some prior experience with Russian are encouraged to consider taking *Russian 195*. It is the policy of the department to use Russian exclusively in the classroom.

RUSS-100/0 **Introduction to Contemporary Russian**
(a yearlong commitment)

Five class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Russky Yazyk—Moscow); reference materials.

RUSS-130 (S) **A Short Course in Beginning Russian**

Four class periods. A term-contained introduction to speaking, reading and writing Russian, using conversational text materials, this course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history and literature, whether at Andover or in college.

RUSS-195/0 **Intensive Contemporary Russian**
(a yearlong commitment)

Five class periods. Open primarily to Seniors and Uppers, but also to Lowers and Juniors with special permission. A yearlong accelerated introductory course covering two years in one, it is especially recommended for students who wish to begin a second language or who possess strong language skills. Successful completion of *Russian 195* enables students to enter *Russian 300*, thereby completing the world language requirement in two years. Texts: The same as those of *Russian 100* and *Russian 200*. This course may require more than the standard four to five hours per week of homework.

RUSS-200/0 **Intermediate Contemporary Russian**
(a yearlong commitment)

Five class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; graded readers; reference materials. **Prerequisite:** successful completion of *Russian 100*.

RUSS-300/0 Third Level Russian
(a yearlong commitment)
Four class periods. Students will improve conversation and composition skills through work with selected 19th and 20th century short stories and with video materials. A review of problematic areas of grammar is integrated into the course. Work with video and audio materials in the Language Learning Center constitutes an important component of the course. **Prerequisite:** successful completion of *Russian 195* or *Russian 200.*

RUSS-400/1 Fourth Level Russian
RUSS-400/2
RUSS-400/3
Four class periods. Further work in conversation and composition. Over the course of the year, there is a transition from texts that are lightly adapted to texts in the original. The focus of materials is the 20th century. The winter term is devoted to a single text, *Two Captains*, by V.A. Kaverin. Fall and spring terms examine shorter texts and video materials. Work with video and audio materials in the Language Learning Center constitutes an important component of the course. **Prerequisite:** successful completion of *Russian 300.*

RUSS-420/0 Intensive Fourth Level Russian
(a yearlong commitment)
Four class periods, plus one unprepared. The core materials of the course are identical to those used in *Fourth Level Russian*. In addition, however, one of the five weekly meetings will be devoted to proficiency-oriented topics. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** successful completion of *Russian 300.*

RUSS-500/1 Fifth Level Russian
RUSS-500/2
RUSS-500/3
Four class periods. A central goal of this course is to provide students with an overview of the major themes and developments in the last two centuries of Russian literature. Students will be expected to integrate this knowledge into the base they have acquired in their previous Russian study. At the same time, students will work to improve their ability to diagnose their own language-learning strengths and weaknesses, and, where relevant, to plan their approach to the continued study of Russian at the college level. Prerequisite: successful completion of *Russian 400/3* or *Russian 420.*

Spanish

The Spanish department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the Language Learning Center. Students learn to understand, speak, read and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. The department offers three programs of study and travel abroad to enhance a student's language experience: School Year Abroad in Zaragoza, a trimester exchange in Madrid, and summer programs in Salamanca and the Dominican Republic. More information is available through language instructors. Upon completion of any fourth level course sequence or combination, a student will be prepared to take the AP language exam.

SPAN-100/0 Beginning Spanish
(a yearlong commitment)
Five class periods. A first-year course designed for those who have no more than one and one-half years of prior work in Spanish. All class work is conducted in Spanish. *Destinos*, a video-based program, serves as the primary text. Students, as viewers, follow a young Mexican-American lawyer who travels to Spain, Argentina, Puerto Rico and Mexico searching for a lost family member of an aging Mexican patriarch. The unfolding story provides the context for grammar, vocabulary and writing practice. Significant emphasis is also placed on cultural materials. Students complete the first half (lessons 1–26) of the program in their first year.

SPAN-120/5 Accelerated First Level Spanish (T2)
(a two-term commitment)
Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester *of Spanish 100.* Successful completion of *Spanish 120* enables students to enter *Spanish 220. Destinos*, a video-based program, serves as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

SPAN-200/0 Second Level Spanish
(a yearlong commitment)
Five class periods. After a review of the *Destinos* material covered in the first level (lessons 1-26), students complete the program (lessons 27-52). Emphasis is placed on oral practice and control of essential grammar. Writing and reading skills are further developed. Extensive study of Mexico. In the spring, a full-length play is read.

SPAN-220/0 Accelerated Second Level Spanish
(a yearlong commitment)
Five class periods. This is an accelerated second-year course that develops communicative competence and provides intensive reading and writing practice. The *Destinos* program is used as a video supplement to written course materials. Students normally must maintain an honors grade to remain in this course. It enables honors students, upon departmental recommendation, to enroll in a fourth level course. Open to students who have completed *Spanish 120* with distinction and to other qualified students with departmental permission.

SPAN-250 Spanish for the Bilingual
(F)
Five class periods. Designed for students with strong oral skills (native or near-native) who have not had any formal training in Spanish grammar. A strong emphasis on writing skills (spelling, grammar and composition) is supplemented by reading selections from periodicals, newspapers and works by Spanish and Latin American writers. This course enables students to enroll in *Spanish 220* or *Spanish 300*, at the discretion of the department. **Prerequisite:** interview with the department chair.

SPAN-300/0 Third Level Spanish
(a yearlong commitment)
Four class periods. The primary objective of the fall term is to expose students to a challenging and sophisticated literary text, *El Coronel No Tiene Quién le Escriba* (*No One Writes to the Colonel*) by G. García Márquez, while enforcing their structural skills and communicative competence through a series of grammar, vocabulary and comprehension exercises based on the novel. During the winter term, a thorough review of grammatical structures is provided in both oral and written formats. Weekly compositions and oral reports on current events, controversial issues and topics of particular interest to the community are supplemented by regularly scheduled sessions at the language laboratory. In the spring, students read *Las Bicicletas Son Para el Verano* (*Bicycles Are for Summer*), a play about the Spanish Civil War by a contemporary Spanish playwright, and perform selected scenes from this work.

ADVANCED COURSES

SPAN-400/1 Current Events
Four class periods. This course is designed to expand and refine speaking, reading and writing skills in Spanish through a focus on current events. Students subscribe to the weekly international edition of *El País*, one of Spain's leading newspapers, and access online information from other news sources in the Spanish-speaking world. Articles are used as a basis for class discussion, oral presentation and written work. Where possible and appropriate, taped newscasts from *Scola* supplement the study of news topics. Students produce a newscast on video during the course of the term.

SPAN-400/2 A Multimedia Approach to the Hispanic World
Four class periods. An in-depth study of contemporary cultural topics, such as education, immigration, use and abuse of alcohol and drugs, gender issues, etc. Students are exposed to a variety of authentic and sophisticated sources of the language through the use of newspaper and magazine articles and other printed and online material, digitized programs, video and film. The course involves reading, discussion, writing and an ongoing grammar review. This course is a prerequisite for *Spanish 430*.

SPAN-410 Spanish and Spanish-American
(F) Cinema
Four class periods. For Upper and Senior students who, after completing their requirement, would like to continue with the study of the Spanish language and culture through a different medium. The students will view one Spanish or Latin American film per week. Pertinent vocabulary, comprehension and grammatical exercises will precede the viewing of the film. A subsequent discussion will focus on the analysis of the story, the actors' performances, the cultural content, and the technical and artistic aspects of the film. These films will represent the work of outstanding Spanish and Latin American directors.

SPAN-420/1 Contemporary Spanish and Spanish-American Literature

Four class periods. The novels of contemporary Spanish authors Carmen Laforet or Miguel Delibes or Camilo José Cela are closely examined. Develops proficiency in all language skills through class discussion and weekly essays.

SPAN-420/2 Contemporary Spanish and Spanish-American Literature

Four class periods. The focus is on modern and contemporary Spanish and Spanish-American drama such as *La casa de Bernarda Alba*, *Los fantoches*, and *El delantal blanco*. There is a dramatic performance by the students at the end of the trimester in lieu of a final exam. Develops proficiency in all language skills.

SPAN-420/3 Contemporary Spanish and Spanish-American Literature

Four class periods. *Como agua para chocolate*, a novel set during the Mexican Revolution, is closely examined in class and in weekly essays. It is accompanied by the film version of the novel. Develops proficiency in all language skills through class discussion and weekly essays.

SPAN-430 (S) The Hispanic Presence in the USA

A study of the immigration patterns and the adjustment process of Hispanics in the United States with special focus on the Hispanic community in Lawrence, Mass., this service-learning course will consist of three classes on campus and one class per week tutoring adults at the Lawrence Family Development Charter School. Students will continue to refine their Spanish language skills while working with and learning from local Hispanic immigrants involved in the naturalization process. Film, video, printed material, personal accounts and literature will complement the experiential learning of this course. In addition to writing daily, students will be expected to present a final project documenting a case study or a particular topic of the course. **Prerequisite**: completion of *Spanish 400/2.* Limited enrollment.

SPAN-500/1 Current Issues in the Spanish-Speaking World

Four class periods. Current articles from the periodicals *Cambio 16* and *Visión*—similar in content and format to *Time* magazine—provide the context for the review and practice of the more complex structures of the language and for vocabulary expansion. In addition to writing assignments based on the articles, students are evaluated on their aural comprehension and oral proficiency once a week in the Language Learning Center. In the last two weeks of the term the focus shifts to a contemporary film from Spain or Latin America as a basis for (a) the mastery of colloquial speech patterns and current idiomatic expressions and (b) the analysis of social and/or political issues in the Spanish-speaking world. **Prerequisite:** enrollment in the fall trimester of *Spanish 500,* or permission of the chair of the Spanish department.

SPAN-500/2 Film and Narrative

Four class periods. Through a series of short stories, films, videotaped scenes, and a novel, this course focuses on childhood perceptions of the adult world in different areas of the Hispanic world. The universal aspects of childhood—those that transcend cultural or geographical boundaries—and those experiences that stem from specific child-raising practices or societal attitudes toward the child are explored through a series of analytical and creative writing assignments. Role playing and oral/aural exercises in the Language Learning Center complement these assignments. **Prerequisite:** enrollment in the fall trimester of *Spanish 500*, or permission of the chair of the Spanish department.

SPAN-520/0 Advanced Placement Course in Literature

(a yearlong commitment)

Four class periods. This course emphasizes discussion and analysis of literary works in the classroom and frequent written assignments. It prepares the student for the AP examination in Spanish literature. The readings include representative works of Ana María Matute, De Unamuno, F. García Lorca, J.L. Borges and García Márquez. This course may require more than the standard four to five hours per week of homework. Students are expected to take the AP literature exam in May. **Prerequisite:** enrollment in the fall trimester of *Spanish 500*, or permission of the chair of the Spanish department.

SPAN-530 (S) Advanced Spanish Language in the Lawrence Community

In partnership with the Lawrence Family Development Charter School, this course focuses on the reading and writing skills of fourth-graders preparing for the *Aprenda* exam in Spanish. Phillips Academy students meet three times per week—twice in Lawrence for one-

hour tutoring sessions, and once on campus to prepare their lesson plans and grade their tutees' homework. A research paper is required. Limited enrollment. **Prerequisite:** enrollment in a fifth-level Spanish course in the previous two trimesters.

SPAN-600/1 SPAN-600/2 SPAN-600/3 **Major Works in Spanish and Spanish-American Literature**

Four class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers with solid writing skills and students who have completed *Spanish 520*. It may require more than the standard four to five hours per week of homework.

See also *Latin American Studies* (*History 490*), listed under History and Social Sciences.

ALTERNATE PROGRAM FOR LANGUAGE STUDY

Students who have experienced serious difficulty in language study at Phillips Academy may request permission from the head of the Division of World Languages to meet the world language diploma requirement by taking *Latin 190* and *Latin 290* (described below). The decision will be made in consultation with the chair of the language the student is currently taking and the chair of the classics department. As part of this program, students will normally also be required to take *Classics 310* sometime before graduation. In addition, students requesting this program after one trimester of world language at Phillips Academy will normally be required to take *Latin 130* in the spring before entering *Latin 190*.

LATN-190/0 **Latin as a Foundation, Level I**
(a yearlong commitment)

Six prepared class meetings. Open only to those with permission from the head of the Division of World Languages in consultation with the chair of classics and the chair of the language the student is currently taking. This course is designed to serve the needs of students who have experienced serious difficulty in world language study at Phillips Academy, be it in hearing or speaking in a non-English phonemic system, or in processing world language at the rate necessary for spoken language, or in applying basic grammatical concepts for which the student has no experience on which to build. Translating slowly and carefully from Latin to English with appropriate levels of grammatical nomenclature, students in *Latin 190* learn to understand "the mother tongue of Western civilization" both on its own linguistic and cultural terms and as a paradigm for learning other languages, including formal and conceptual language structures in English. Vocabulary is approached etymologically to relate Latin prefixes, suffixes and roots to the many English words that contain them. By the spring term students encounter easy but authentic prose and poetry in Latin literature. One-year Seniors who are permitted to enroll in this course do, on the basis of three terms' work, fulfill the world language diploma requirement.

LATN-290/0 **Latin as a Foundation, Level II**
(a yearlong commitment)

Five prepared class periods. This course is the sequel both in content and method to *Latin 190*. It begins with a thorough review of the grammar and vocabulary of *Latin 190*, then proceeds to reading of selections from the *Latin 300* syllabus. Students wishing to transfer from *Latin 290* to *Latin 300* must meet additional criteria set by the classics department; they should consult the chair of the classics department no later than the beginning of the winter term. **Prerequisite:** *Latin 190* or permission or placement by the chair of classics.

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